

**Tennessee College of Applied Technology-Knoxville**

**2019 Governor's Investment in Technical Education (GIVE)**

***Trane* Training Lab: New HVAC Training Program with Alcoa City Schools**

**Lead Entity and Fiscal Agent: Tennessee College of Applied Technology**

**IN PARTNERSHIP WITH:**

- 1. Alcoa City Schools**
- 2. The Blount Partnership-Workforce Development Group**
- 3. The Knoxville Chamber of Commerce**
- 4. Pellissippi State Community College**
- 5. East Tennessee Heating and Air Conditioning**
- 6. Pyramid Industrial**
- 7. Cherokee Millwright**

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**Funding Requested: \$892,745.40**

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TCAT Knoxville (Lead Entity)**

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## **Abstract**

With grant funds from the Governor's Investment in Vocational Education (GIVE) initiative, the Tennessee College of Applied Technology Knoxville and the Alcoa City School District aim to implement a *Trane* HVAC training program that will benefit secondary and post-secondary students in both Knox and Blount Counties. This program will impact currently under-served school district populations, including special education students, English language learners, nontraditional, minority, and economically disadvantaged students. Current labor market data shows a definite need for this program and, currently, no such training program exists in Blount County. GIVE grant funds would allow us to provide industry-recognized TRANE training equipment on two TCAT campuses and identical training equipment at Alcoa High School. The duplication of equipment would afford students a seamless transition from the high school to postsecondary setting. Industry and workforce development partners, including East Tennessee HVAC, the Blount Partnership, and the Knoxville Chamber stress the need for skilled workers within the HVAC sector within our region. In addition to focusing on under-served populations, this secondary/post-secondary partnership will provide early post-secondary opportunities, in the form of dual enrollment, local dual credit, and nationally recognized industry certifications, for high school students, a new evening training program option for adults in Blount County, early and capstone work-based learning experiences for students in grades K-12, and opportunities for parent and community involvement. The support from the school district, administration of TCAT Knoxville, industry partners, and our local workforce development agencies will ensure the sustainability of this program as long as there is a continued workforce need. This proposal will outline how a small school system, with limited annual Perkins funding, aims to provide a sustainable training program directly aligned to regional labor market needs through a continued collaboration with TCAT Knoxville.

## **Proposal**

This proposal will address a local community/regional skills gap within the heating, ventilation, air conditioning, and cooling (HVAC) industries within Blount and Knox Counties, in East Tennessee. This proposal will address:

- Implementing industry-standard HVAC equipment and training programs within Alcoa City Schools, in Blount County, and within two TCAT Knoxville locations in Knox County. Implementation of these programs will address a definite workforce need while serving under-served student sub-groups and populations within Blount and Knox Counties.
- Implementation of work-based learning experiences across the K-12 and postsecondary spectrum in order to promote HVAC careers to elementary, middle, and high school students, through career exploration events known as Remake Learning Days. Providing opportunities for capstone work-based learning experiences, with local industry partners, for students, especially those from the under-served populations of: English language learners, students with disabilities, nontraditional students, minorities, and economically disadvantaged students, within the proposed dual-enrollment HVAC program with TCAT Knoxville and Alcoa High School.
- Provide students with training to sit for nationally and state-recognized industry certifications identified as meeting the local workforce need, along with opportunities for dual enrollment credit with TCAT Knoxville and local dual credit with Pellissippi State Community College.

### **Section I. Demonstration of Need**

Currently, there are no education programs, within Blount County, that specialize in the training for heating, ventilation, and air conditioning technicians or mechanics, but there is a huge demand for these professions when looking at the labor market data within the county and surrounding areas. The *TNECD County Profile Tool*, for Blount County, indicates a 3.3% unemployment rate, and that jobs in the construction-related industry are second highest in the employment sector. The *LEAP 2018 Occupational Analysis* tool, demonstrates demand for the entire East region, and for the majority of the state, for HVAC mechanics and installers, maintenance and repair workers, and for installation, maintenance, and repair helpers. Area labor

market information reveals that these occupations provide for more than the standard living wage. *Jobs4TN* reveals that growth within the HVAC installation and maintenance sector is favorable and growing and reveals an hourly wage for these workers of \$29.18 per hour or an average annual salary of \$60,664. In addition, the *TSBA Data Dashboard* for the Alcoa City School District, reveals an astounding growth rate of 25.5% with 141 annual openings and 330 projected new jobs. This growth rate far surpasses others found within the architecture and construction career cluster area. One of our primary industry partners, East Tennessee HVAC, relays that their company has a difficult time filling the positions of HVAC Service Technician and HVAC Installation Technician. East Tennessee HVAC Human Resources Manager, Lacey Russell, indicates that our proposed training program will also address a skills gap within their industry. She relays that high school and post-secondary training programs will provide students with the necessary skills to become successful HVAC technicians by learning to troubleshoot residential electric and gas HVAC units. She implied that these training programs will also teach students to safely make necessary mechanical and electrical repairs, along with being able to use company-provided technology to provide quotes on not only the repairs, but the costs of new equipment. In regard to the HVAC installation technician's role, Lacey reiterates that our training programs will provide opportunities for students to work with other installers and technicians and will promote skills such as print-reading, ductwork installation, mechanical aptitude as to how HVAC units work, understanding the overall working conditions, and impress on students the need for soft skills, especially dependability. Please see her email in section 4 of the appendix along with a snapshot of the HVAC labor market data provided by the Blount Partnership, our local chamber partner.

Within Knox County, the Tennessee College of Applied Technology aims to improve and advance their current HVAC training lab equipment and offer another satellite site, at Strawberry Plains, in order to help fill the skills gap. Labor Market Information from the *Tennessee*

*Department of Labor & Workforce Development* website for the Knoxville Metropolitan Statistical Area (MSA) indicates that there are 106 openings per year directly related to the HVAC sector. According to the website, there are an additional 1156 annual openings in related fields within the Knoxville MSA.

Employers, especially those serving on the current secondary and post-secondary advisory committee boards, have repeatedly emphasized the difficulty in finding workers in the local area with the technical skills needed to meet their workforce needs. Like many other communities the Knoxville MSA population is aging out of the workforce. Many jobs remain unfilled due to an education and skills gap. The overall labor market supply and demand, for the Knoxville MSA, reveals a total of 12,276 job opening for 9,617 candidates. The *Drive to 55 Higher Education County Profile* tool provides key indicators that illustrate the needs of each county in order to reach the Drive to 55 goals. Knox County's 2017 profile demonstrates a need to increase the county's college going rate annually by 5% (188 students) in order to keep pace with *Drive to 55* goals. Blount County's 2017 profile demonstrates the need to increase the county's college going rate annually by 5% (56 students) to reach *Drive to 55*. While these numbers may not seem as urgent as those in more distressed regions, it is important to also examine student completion rates. The school district perceives that more technical skills training options may help boost post-secondary completion rates. The necessity, to meet *Drive to 55* goals, within Knox and Blount Counties is crucial. In order to successfully reach these goals, we need to provide additional opportunities for at least 244 high school students to pursue a post-secondary career pathway annually.

The proposed *Trane* Training Program, facilitated in the partnership between TCAT-Knoxville and Alcoa City Schools, will demonstrate positive alignment with Tennessee's *Drive*

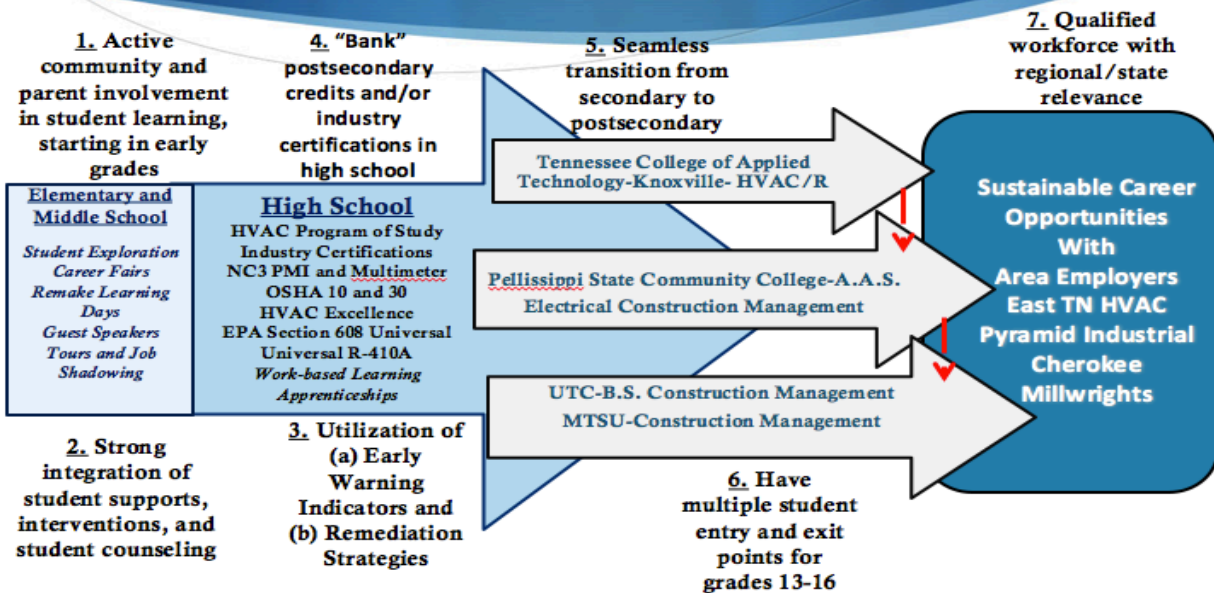
to 55 goals by creating a continuum of K-8 work-based learning career exploration experiences that feed into a Tennessee Department of Education recognized high-school program of study, which will incorporate multiple early post-secondary opportunities, and allow seamless transition into the Tennessee College of Applied Technology certificate program. After completion of the program, students may then choose to join the labor force as certified technicians, or continue their post-secondary training through the Electrical Construction Management program at neighboring Pellissippi State Community College.

This partnership and training program will allow high school students to pursue post-secondary dual enrollment credits, ultimately culminating in a post-secondary certification completion program, while garnering valuable industry-recognized certifications and technical skill attainment prior to high school graduation. Through this training initiative, the school district and post-secondary institution will also address the skills gap, by providing an additional evening program for adults within Blount County as demand necessitates. Additionally, the educational institutions will examine offering summer courses to allow students to potentially complete the certification program alongside high school graduation. Through enrollment in this program, students will have the opportunity to complete the OSHA-10 safety certification, the OSHA-30 safety certification, the NC3 Precision Measurement and Advanced Multimeter certifications, the HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.), and/or HVAC Excellence Employment Ready Certifications, and/or Universal R-410A EPA Section 608 Universal certification program.

*Please see the following graphic, which indicates our intended student pathways for ensuring Tennessee meets the Drive to 55.*

# Meeting the Drive to 55 in Alcoa City Schools

## Proposed Alcoa City Schools HVAC Career Pathway



### Addressing Underserved Populations

In addition to addressing the challenge of fulfilling the needs for skilled workers within the HVAC industry, both TCAT Knoxville and Alcoa City Schools must ensure that we are impacting underserved populations. TCAT-Knoxville faces challenges surrounding equity, diversity, and inclusion within student populations. *The Community Needs Assessment Tool*, which reports data from the *American Community Survey* conducted by the U.S. Census Bureau, as well as data from the Bureau of Labor Statistics, confirms a diversity (race & ethnicity) challenge for TCAT Knoxville that has been revealed in the last two institutional CAR reports. Alcoa City Schools demographics reveal a minority population of 36.4%, with the majority of those students identifying as either black or Hispanic. In addition, the district's demographics reveal that almost 12% of the total student population qualifies for special education or 504 services. In addition, in February 2019 the Tennessee Department of Education released the *Federal Perkins Core Indicators of Performance Improvement Report for Alcoa City Schools*.



This report demonstrated a need for improvement in areas surrounding non-traditional student participation and completion within district CTE programs, indicating a need to promote non-traditional programs of study, such as HVAC, to our female subgroup. This report also identified a need to increase completion of CTE programs of study within our minority and special populations subgroups. The report revealed that African Americans, males, and students with disabilities were less likely to participate in nontraditional CTE courses than their peers and the report also found that females and Hispanic students were less likely to complete a nontraditional CTE program of study consisting of at least three high school courses. In addition, the school district recently analyzed its own data relating to work-based learning. This data revealed alarming information relating to the number of students within identified sub-groups participating in work-based learning experiences. Current data demonstrates that based on current work-based learning course enrollment, only 2% of those students identify as Hispanic, only 15% identify as African American. Males comprise only 27.9% of the work-based learning course enrollment and students with disabilities comprise just over 2%. Another alarming statistic is that currently only 25% of our work-based learning course enrollment is benefitting students who are considered economically disadvantaged. The district strongly feels that this grant poses an opportunity to recruit these subgroups into a potentially non-traditional field that will provide better than the standard living wage. Graphs relating to the district's current work-based learning program participation can be found in section 4 of the appendix of this proposal.

The opportunity to use GIVE grant funds will allow the Alcoa City School district to expand CTE program of study offerings to additional students, especially those in currently underserved populations. The proposed training program, as referenced in letters of support by area industry partners, will also provide valuable work-based learning experiences for all

students. The proposed program will also allow these same students to pursue stackable industry-recognized credentials that lead directly into post-secondary pathways aligning to local labor market in-demand jobs. Industry partners have committed to participating in work-based learning experiences across the K-12 to post-secondary continuum. In addition, a portion of proposed funds would be utilized to bring Remake Learning Days to the Alcoa communities and school district through the support, participation and promotion by both industry and chamber of commerce partners.

### **Addressing Workforce Certification Needs**

Alcoa City Schools has made career and technical education part of its strategic plan for the past three years. During the past three years, the district has witnessed significant growth in early postsecondary opportunity (EPSO) attainment, including industry certifications. EPSO attainment in 2016 hovered at just over 12%, for students enrolled in CTE courses. With promotional efforts and outreach to students, parents, and industry partners, the district boasted 72% EPSO attainment at the close of the 2018-19 school year. The district would like to expand these successes by providing multiple EPSO opportunities within the HVAC training program. Funding from previous Perkins Reserve grants has allowed the district to purchase NC3 Precision Measurement Instrumentation and Advanced Multi-meter tool carts. These tools provide opportunities for two state and locally-recognized industry certifications. In addition, the district also offers both OSHA-10 and OSHA-30 safety training programs which supply additional certification opportunities to students. Both the NC3 and OSHA safety certifications are also valued by neighboring post-secondary partners with learning objectives directly aligned with TCAT Knoxville and local dual credit opportunities, via successful industry certification attainment, with Pellissippi State Community College. Please see the attached articulation

agreements in section 7 of the appendix of this proposal. In addition to existing certifications, this proposed training program would potentially allow students to complete the HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.), and/or HVAC Excellence Employment Ready Certifications, and/or Universal R-410A, and/or the EPA Section 608 Universal certification program. Industry partners, such as East Tennessee Heating and Air and Cherokee Millwright have expressed the value of these certifications to their businesses. Please see their MOU's in the section 6 of the appendix of this proposal.

## **Section 2: Program Plan**

### **Detailed Project Timeline and Overview**

TCAT Knoxville and Alcoa City Schools met several times during the pre-planning phase in order to develop this proposal and timeline. The two entities have examined the proposed training site and discussed the potential renovations that will need to take place if funds are awarded. The educational partners also met with local industry partners to discuss the vision for this program in order to ensure their “buy-in” and overall success of the program.

This program plan consists of four phases: pre-planning, post-award implementation (Phase 1), full program implementation (Phase 2), and sustainability beyond the grant contract.

Please see our measurable objectives, for each phase of our project, below (a detailed timeline, segregated by project phase, can be found in section 1 of the appendix of this proposal):

#### **Proposal Phase-August 2019-November 2019 Objective**

- By September 5th, 2019 Alcoa City Schools and TCAT Knoxville will create a grant proposal for a new HVAC program of study at Alcoa High School that supports area labor market needs while providing students with a seamless pathway from secondary to post-secondary that includes opportunities for multiple stackable credentials.

#### **Post-Award Implementation (Phase 1) Objectives**

- By no later than January 1st, 2020, TCAT Knoxville will work with Trane Inc., to design and purchase equipment for certified Trane Training Labs at Alcoa High School, TCAT-

Knoxville's Main Campus, and TCAT Knoxville's satellite campus at Strawberry Plains, as evidenced by quotes, sole source documentation, purchase orders, and grant reimbursement requests.

- By February 1st, 2020, Alcoa City Schools will provide program recruitment activities and will advise school counselors to update Alcoa High School course selection guide to include HVAC course offerings for high school students. Students will pre-register for courses in February and March 2020. As referenced by agendas/sign-in sheets for recruitment events and by registration materials and early enrollment numbers.
- By April 1st, 2020, TCAT Knoxville will develop a job description, post, recruit, interview and hire an HVAC Instructor/Trainer according to TBR policies and procedures. Alcoa City Schools will develop a job description, post, recruit, interview and hire a Career Coach by the close of the 2019-20 academic school year. This position will have a start date effective July 1, 2020 and will be measured by the written job descriptions, position postings, and signed employment contracts of new staff members.
- By May 15th, 2020, Alcoa City Schools and TCAT Knoxville will introduce, at least 1000, K-8 students, parents, and community members to careers in HVAC through career exploration events, including Remake Learning Days. Evidenced by the number of events and participants involved in those events.
- By July 15th, 2020, the Trane Training Labs will be in place and ready for student use at both the Alcoa High School and TCAT-Knoxville locations, as evidenced by before and after pictures, work orders completed, purchase orders created, and reimbursement requests submitted.
- By mid-July 2020, new instructor and high school career coach will attend necessary trainings in order to provide student certification and work-based learning opportunities, evidenced by the agenda/sign-in sheets and travel documentation submitted by new staff members. Additional staff members will participate in industry externships in order to bring accurate information back to students.

### **Full Program Implementation (Phase 2) Objectives**

- By August 1st, 2020, HVAC classes will begin on the campus of Alcoa City Schools and at TCAT campuses within Knox County, as evidenced by the number of students participating in courses at each of the three sites. It is estimated that, at Alcoa High School alone, up to 80 students could earn dual enrollment credit over the 30-month period.
- By August 1st, 2020, HVAC industry certification opportunities will be offered on the campus of Alcoa High School and at TCAT campus locations. It is estimated that at least 80 high school and 80 college students will attain certifications over the course of the 30-month grant period.

- By October 1st, 2020, Career Coach will have met with and garnered additional industry partners for the Work Ethic Diploma. Career Coach will provide advisement to students and will begin to tract student mastery of Work Ethic standards attainment. Evidenced by, the number of participating industry partners and the number of students achieving the Work Ethic Diploma by high school graduation.
- By May 15th, 2020 Career Coach, Alcoa City Schools CTE Director, TCAT staff, and industry partners will offer career exploration events, including Remake Learning Days, to the Alcoa communities, with a focus on in-demand area occupations, including those within the HVAC industry. Our goal is by the close of the 2020 school year, that we will have engaged up to 35 new community and industry, partners from diverse demographic backgrounds, in activities that promote technical career exploration.
- By the Fall of 2021, high school students will be eligible for potential capstone work-based learning experiences. The district aims to increase the number of students with disabilities, nontraditional, and economically disadvantaged participating in work-based learning by 3%, as evidenced by course enrollment and TDOE CTE reports. Van will be purchased for special education WBL transport.

### **Sustainability Post-grant Phase 3 Objectives**

- As evidenced by industry need and student enrollment, from May 2022 and beyond, Alcoa City Schools and TCAT Knoxville will continue to support the Trane HVAC Training Program by sustaining instructor positions, equipment, and supplies utilizing other funding sources available to both institutions. These sources may include local, federal, and new grant funds.

### **Activities and *Drive to 55* Alignment**

In order to meet the Governor's goal of 55% of Tennesseans achieving a college degree or certificate by the year 2025, Alcoa City Schools and TCAT Knoxville will implement the following activities:

<b>Grant Activity</b>	<b><i>Workforce Data/Drive to 55 Alignment</i></b>
Renovating and Equipping HVAC labs at TCAT Knoxville and Alcoa City Schools with <i>Trane</i> -recognized equipment	Equipment will be utilized to implement a new HVAC program in Blount County and provide opportunities for both students and adults to complete a postsecondary HVAC certification program. Labor market data indicates a high need for trained professionals in this high-wage, high-skill occupation sector. Equipment will align to industry standards

PMI, OSHA, NCCER, and HEAT Industry Certification instructor/student training and testing	Participating students will complete an HVAC certification training program, while adding stackable credentials, in the form of nationally-recognized industry certifications. This new career pathway will afford students multiple entry and exit points to both post-secondary and industry.
Teacher/counselor externships within HVAC	These activities are designed to create a greater awareness of careers within the HVAC field and the knowledge and skills necessary for students to be successful in those fields. At the secondary level, teachers and counselors help provide crucial career guidance to students, thus it is important for them to have a greater understanding of the opportunities available in this career sector.
Remake Learning Days/Career Exploration Activities with community partners, industries, and K-12 schools	Remake Learning Days will provide opportunities to create a hands-on work-based learning career exploration experience for students, parents, and community members. These events will allow opportunities for program promotion and career exploration.
Implementation of Work Ethic Diploma and student support services provided by an on-site grant funded Career Coach. Coach will help students develop transition plans from middle to high school and high school to post-secondary and/or careers.	Employers within our area express a huge need for students to develop strong work ethic skills. The implementation of this diploma will demonstrate value to students and stress the importance of honing in on skills such as time management, staying drug-free, problem solving, communication, etc. Employers will commit to providing the students, who complete the criteria required within the work ethic diploma, with at least a first interview with their company.
Capstone work-based learning experiences for high school and postsecondary students	Capstone work-based learning experiences, with East TN HVAC and Pyramid Industrial, will be implemented in order to provide students a chance to apply the knowledge and skills learned within the classroom to a career externship setting. This allows students to see, first-hand, the work environment, develop positive worker traits, and interact with other professionals within the field.
Post-secondary and industry tours for K-12 students	As part of the work-based learning continuum, we will provide opportunities for students and faculty to participate in on-site or virtual tours with HVAC companies. These activities will promote career awareness and provide students with opportunities to learn about the high-skill, high-wage occupations.
Development of a high school SkillsUSA chapter and participation in regional, state, national events	Alcoa High School currently does not have a local SkillsUSA chapter. Through this proposal, we will develop a new chapter, which will allow students

	and their instructor with opportunities to participate in leadership and skills events, creating networking experiences, with other students, teachers, and industry professionals from across the state and nation.
Guest speakers, career fairs, and career days for K-12 work-based learning/career exploration activities	Again, as part of the work-based learning continuum, we feel it is crucial to provide opportunities for early exposure to careers. Industry speakers, career fairs, and career day participation will provide K-12 students with opportunities to learn about these labor-market supported high-demand, high-wage careers.
Participation in ACTE national conference for secondary and postsecondary staff members	Participation in the national Association for Career and Technical Education Conference will allow secondary and post-secondary staff members to participate in professional development sessions in order to learn about best practices, new technologies, and curriculum supports. This will allow our programs to align with the most current and relevant training needs of our industry partners and ensure that we are offering all possible stackable credentials to our students.
Industry and Education Advisory Committee Meetings	Continued industry and education advisory committee meetings will ensure constant communication regarding training needs, workforce needs, desired skills, and recognized certifications. The secondary and postsecondary institutions will use this feedback to ensure that programs are providing potential new employees who meet desired labor market needs.

### **Project Governance and Accountability**

As indicated in the objectives and detailed timeline, found in section 1 of the appendix, an advisory committee will be developed from our educational institutions, business partners, chambers of commerce, and community organizations. A committee chairperson, from business and industry, will be elected and meetings will occur at least every other month. A full copy of the proposal will be provided to all members, along with the detailed project timeline. The advisory committee will be thoroughly involved in the decision-making process, providing governance and oversight of grant activities to ensure that the project operates in accordance with the grant objectives and timeline. A member list can be found in section 1 of the appendix.

## **Work-Based Learning Program**

Alcoa City Schools currently has a well-established work-based learning program. The small district has six, out of seven, CTE staff members who are certified as work-based learning coordinators with the Tennessee Department of Education. The remaining non-certified instructor will attend training during the 2019-20 school year. Two of the staff members have served as Tennessee Department of Education Work-based Learning Facilitators, providing instruction to teachers across the state. The district has a general work-based learning program, along with career practicum and clinical internship options. All courses award high school credit and students have the option to participate in an additional honors work-based learning course for credit. Program documents, including guidelines, application, personalized learning plan, and information for employers, can be found in the appendix of this proposal. To address employer liability concerns, the district provides an additional work-based learning liability coverage policy for participating students. Documents outlining the district's work-based learning program can be found in section 8 of the appendix.

The district offers work-based learning experiences across the continuum. Alcoa Elementary School and Alcoa Intermediate School students participate in hands-on career exploration activities, career days, career fairs, and participate in virtual field trips with industry professionals. Alcoa Middle School students provides opportunities for industry guest speakers, participation in career days, and annually provides all eighth graders with a visit to TCAT Knoxville and Pellissippi State Community College. Remake Learning Days activities, proposed through this grant, will allow more opportunities for younger students to explore careers and be engaged, with their family members, in hands-on career-based activities. These activities are aimed at increasing awareness and promoting career exploration at a younger age. In addition, Alcoa High School will expand its current work-based learning program to include opportunities for ninth and tenth graders to job shadow and eleventh and twelfth graders to participate in



capstone internships with East Tennessee HVAC and Pyramid Industrial. Industry partners will also provide opportunities for teacher, counselor, and administrator tours as well as serve as summer externship placement sites for faculty. Industry partners and the school district are dedicated to continuing this work-based learning partnership as long as labor market demands.

The proposed Career Coach position, will allow the district to ensure a better transition from middle to high school and from high school to post-secondary institutions. This position will work directly with special education and nontraditional student advisement and coordinate additional work-based learning experiences for students. The Career Coach will assist with promotion of the Work Ethic Diploma to area employers and will be involved in the initial roll-out and tracking of student attainment. The need for strong work ethic traits has been expressed by area employers, including Dave Bennett from Cherokee Millwright. Work Ethic Diploma standards can be found in section 5 of the appendix.

### **Role of Purchased Equipment**

Equipment purchased through funds, within this GIVE grant proposal, will allow Alcoa High School's new HVAC training program to mimic the identical training equipment at the partnering post-secondary institution, TCAT Knoxville. The equipment is aligned to industry standards and will assist students in meeting designated to successfully complete nationally-recognized industry certifications. Please see the complete list of equipment, along with proposed budget, in Section 2 of the appendix.

### **Section 3 and 4 -Strength of Partnership and Budget Alignment**

- The completed budget template can be found in section 2 of the appendix of this proposal. An additional table, outlining budget alignments by partner and degree of commitment, can be found in section 2.
- Please see section 6 of the appendix for letters of support and MOU's.

## **Section 5: Sustainability Plan**

As enrollment dictates, TCAT Knoxville will sustain this initiative through the following:

- Absorb the cost of the high school dual enrollment instructor and will fund the adjunct evening position.
- Will continue to support the technology, equipment, maintenance, and consumables for the postsecondary programs
- Providing professional development opportunities for post-secondary staff members

Based on enrollment demand, Alcoa City Schools will sustain the initiative through the following:

- Providing classroom and lab space, utilities, curriculum materials, and internet connectivity.
- Absorbing the duties of the Career Coach into other locally funded positions
- Providing other funding sources for secondary equipment, maintenance, and consumables
- Providing opportunities for teacher professional development
- Pursuing additional grant opportunities that align with this initiative

Both educational institutions, along with both Blount and Knox County Chamber of Commerce groups, and industry partners will continue to participate in advisory committee meetings held at least quarterly. Adjustments to the training program, equipment needs, and industry certification credentials will be modified based on industry feedback and labor market demands. Industry partners will continue to support the program through equipment/supply donations and work-based learning opportunities as long as the labor market need remains constant. The proposed advisory member list may be found in section 1 of the appendix.

## **Section 6: Economic Status Acknowledgment**

Alcoa City Schools lies within Blount County in East Tennessee. While Blount County is not considered economically at-risk or distressed, Alcoa City Schools, through this grant proposal, aims to address currently under-served subgroups including special education, economically disadvantaged, non-English speaking, nontraditional, and minority students.

# Appendix

## Section 1

### Detailed Grant Phase Timeline

and

### Governing Advisory Body Roster

## Detailed Grant Phase Timeline

### Planning and Proposal Phase

Month	Need Addressed	Person Responsible
August and early September, 2019	<ul style="list-style-type: none"> <li>• Assemble and Submit Grant Proposal</li> <li>• Submit Intent to Apply</li> <li>• Draft MOU b/t TCAT and Alcoa City Schools</li> <li>• Obtain Industry and workforce development support</li> <li>• Obtain MOU's and letters of support</li> <li>• Articulation agreements for secondary/postsecondary courses</li> <li>• Obtain statistics on WBL and underserved populations</li> <li>• Meet to determine high school space renovation needs</li> <li>• Obtain equipment quotes</li> <li>• Obtain salary estimates</li> <li>• Assemble community outreach partners</li> <li>• Submit Final Proposal by September 4th, 2019</li> </ul>	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT-Knoxville

Post-Award (Phase 1)		
Month	Need Addressed	Person Responsible
November, 2019	Grant Award Letter Received	Grant Selection Committee
	Notify industry, education, and workforce partners	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT-Knoxville
	Obtain official quotes/bids/sole source letters for equipment	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT-Knoxville
	GIVE grant committee meeting/announcement/celebration	Patty Thomas-Alcoa City Schools

		Boyd Hestand-TCAT-Knoxville
	Announcement at Alcoa City Schools School Board Meeting	Dr. Brian Bell-Alcoa City Schools
<b>December, 2019</b>	Equipment Orders Placed	Boyd Hestand-TCAT Knoxville
	Cleaning of space at Alcoa City Schools to prepare for renovation	Alcoa City Schools Maintenance Department
	Continued renovation and upgrade of existing space at Alcoa City Schools.	Alcoa City Schools Maintenance Department TCAT-Knoxville staff TRANE Equipment representatives
<b>January, 2020</b>	Create and post HVAC instructor position for AHS	Patty Thomas-Alcoa City Schools Patrick Wade-TCAT Knoxville
	Create and post Career Coach position for Alcoa City Schools	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville Dr. Brian Bell-Alcoa City Schools
	Update course enrollment guide and schedules for 2020-21 student enrollment at AHS	Patty Thomas-Alcoa City Schools Alcoa High School Counselors Alcoa City Schools Secondary Supervisor-Dr. Kim Hawkins
	Ongoing renovation and preparation of high school training area	Alcoa City Schools Maintenance Department TCAT-Knoxville staff Trane Representatives
	Develop application and selection process for teacher externship program	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville Lacey Russell-East TN HVAC Jessica Belitz-Blount Partnership
<b>February 2020</b>	Conduct interviews for posted positions	Patty Thomas-Alcoa City Schools Dr. Brian Bell-Alcoa City Schools

		Patrick Wade-TCAT Knoxville Rebecca Stone-AHS Principal Dr. Kelli Chaney-TCAT Knoxville
	Continue work facilitating counselor/teacher externship program	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville Jessica Belitz-Blount Partnership
	Arrange for Trane instructor professional development and training	Boyd Hestand-TCAT Knoxville
	Begin pre-registration for high school courses	Alcoa High School counselors
	Host ribbon cutting and advisory meeting for GIVE grant committee and the community	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville
<b>March 2020</b>	New program instructor hired	Patty Thomas-Alcoa City Schools Patrick Wade-TCAT Knoxville
	Pre-registration for high school courses continues	Alcoa High School counselors
	Showcase Night at Alcoa High School	Patty Thomas-Alcoa City Schools Alcoa High School counselors New HVAC Instructor Representatives from TCAT Knoxville Parents, students, community members
<b>April 2020</b>	Complete required reporting, fiscal and grant, as required	Boyd Hestand-TCAT Knoxville
	Examine tentative course registration numbers	Patty Thomas-Alcoa City Schools Alcoa High School counselors
	Meeting to discuss/review textbook and supply needs	Patty Thomas-Alcoa City Schools New HVAC Instructor Boyd Hestand-TCAT Knoxville
<b>May 2020</b>	Order textbooks for high school courses	Patty Thomas and John Campbell-Alcoa City Schools

	Final arrangements for teacher/counselor summer externships	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville Jessica Belitz-Blount Partnership Industry partners
	HVAC professionals participate in K-12 career days/Remake Learning events	Alcoa Elementary and Intermediate School staff Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville Industry professionals
	GIVE Grant Committee Meeting	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville

#### **Full Implementation Phase (Phase 2)**

<b>Month</b>	<b>Need Addressed</b>	<b>Person Responsible</b>
<b>June 2020</b>	Teacher(s) participates in Trane-certified training program	TCAT Instructor(s)
	Teacher/counselor externships take place	AMS and AHS instructors and counselors Industry Partners
	Final equipment/supply needs are purchase	Boyd Hestand-TCAT Knoxville Patty Thomas-Alcoa City Schools
<b>July 2020</b>	Work-based learning training for high school instructor and career coach	New AHS/TCAT instructor TDOE WBL Training Team
	Precision Measurement Instrument certification training for high school instructor	Patty Thomas-Alcoa City Schools New HVAC Instructor NC3 Training Team
	Professional development sessions/beginning of the year procedures at Alcoa High School	New HVAC Instructor Alcoa High School Admin. Team
	Assign mentor to new HVAC Instructor	Patty Thomas-Alcoa City Schools Shawn Kerr-Veteran CTE Teacher New AHS HVAC Instructor

	GIVE Grant Advisory Committee Meeting	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach Industry professionals
<b>August 2020</b>	Courses continue at AHS	HVAC Instructor AHS Students
	Career Coach ensures postsecondary articulation agreements are in place	AHS/TCAT Career Coach Postsecondary partners Patty Thomas-Alcoa City Schools
	Career Coach assists college staff with student dual enrollment procedures	AHS/TCAT Career Coach Postsecondary DE rep. AHS counselors New HVAC students
<b>September 2020</b>	Courses continue at AHS	HVAC Instructor AHS students
	GIVE grant advisory committee meets	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach Industry professionals
<b>October 2020</b>	Courses continue at Alcoa High School	HVAC Instructor AHS Students
	Blount County-wide 8th Grade Career Fair	Jessica Belitz-Blount Partnership Patty Thomas-Alcoa City Schools Industry Representatives AMS 8th grade students and faculty
<b>November 2020</b>	Courses continue at Alcoa High School	HVAC Instructor AHS Students
	Career Coach secures WBL sites/partners, facilitates student interviews	AHS Career Coach Industry Partners
	Develop end-of-course surveys for Fall semester	Patty Thomas-Alcoa City Schools Patrick Wade-TCAT Knoxville
	Begin promotion of adult night program	TCAT Knoxville The Blount Partnership



		Alcoa City Schools MLK Center
<b>December 2020</b>	Courses continue at Alcoa High School	HVAC Instructor AHS Students
	GIVE grant advisory committee meets	Patty Thomas-Alcoa City School Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach Industry professionals
	Continue promotion of adult night program	TCAT Knoxville The Blount Partnership Alcoa City Schools MLK Center
	Complete end-of-course surveys for Fall semester	AHS students
<b>January 2021</b>	Courses for Spring semester begin at Alcoa High School	AHS students HVAC Instructor
	Adult HVAC night program enrollment takes place	TCAT-Knoxville staff
	Courses added to high school guides and master schedule for the 2021-22 school year	AHS counselors and admin. team
<b>February 2021</b>	Courses continue at AHS, day for students and night program for adults	HVAC Instructor(s) AHS students Adult students
	GIVE Grant Advisory Committee meets	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach Industry professionals
	Pre-registration for Fall high school courses takes place	AHS counselors
<b>March 2021</b>	Courses continue at Alcoa High School (day for students, night program for adults)	HVAC Instructor(s) AHS Students
	Pre-registration for Fall high school courses continues	AHS counselors
	Showcase Night at Alcoa High School	Patty Thomas-Alcoa City Schools Alcoa High School counselors New HVAC Instructor

		Representatives from TCAT Knoxville Parents, students, community members
<b>April 2021</b>	Courses continue at Alcoa High School (day for students, night classes for adults)	HVAC Instructor(s) AHS Students
	GIVE grant advisory committee meets	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach Industry professionals
	Develop end-of-course surveys for Spring semester	Patty Thomas-Alcoa City Schools Patrick Wade-TCAT Knoxville
<b>May 2021</b>	Courses continue at Alcoa High School for students and adults	HVAC Instructor(s) AHS Students
	Complete end-of-course surveys for Spring semester	AHS students
<b>June 2021</b>	Summer courses begin at Alcoa High School for adults and students	HVAC Instructor(s) AHS Students
	GIVE grant advisory committee meets	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach
<b>July 2021</b>	Courses for 2021-22 begin at Alcoa High School	HVAC instructor(s) AHS students Adult students
	Professional development sessions/beginning of the year procedures at Alcoa High School	HVAC instructor(s) AHS admin. team
<b>August 2021</b>	Courses continue at Alcoa High School	HVAC instructor(s) AHS students Adult students
	GIVE grant advisory committee meets	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach

<b>September 2021</b>	Courses continue at Alcoa High School	HVAC instructor(s) AHS students Adult students
<b>October 2021</b>	Courses continue at Alcoa High School	HVAC instructor(s) AHS students Adult students
	GIVE grant advisory committee meets	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach
<b>November 2021</b>	Courses continue at Alcoa High School	HVAC instructor(s) AHS students Adult students
	Assemble end-of-course surveys for Fall semester	Patty Thomas-Alcoa City Schools Patrick Wade-TCAT Knoxville
<b>December 2021</b>	Courses continue at Alcoa High School	HVAC instructor(s) AHS students Adult students
	GIVE grant advisory committee meets	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach
	Complete end-of-course surveys for Fall semester	AHS students Adult students
<b>January 2022</b>	Courses continue at Alcoa High School	HVAC instructor(s) AHS students Adult students
<b>February 2022</b>	Courses continue at Alcoa High School	HVAC instructor(s) AHS students Adult students
	GIVE grant advisory committee meets	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach
	Pre-registration for fall high school courses take place	AHS counselors
<b>March 2022</b>	Courses continue at Alcoa High School	HVAC instructor(s) AHS students

		Adult students
	Pre-registration for Fall high school courses continues	AHS counselors
	Showcase Night at Alcoa High School	AHS HVAC Teacher Patty Thomas-Alcoa City Schools TCAT-Knoxville counselors AHS students and parents
<b>April 2022</b>	Courses continue at Alcoa High School	HVAC instructor(s) AHS students Adult students
	GIVE grant advisory committee meets	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach
	Summative report provided to grant partners and advisory members	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville
	Spring end-of-semester feedback surveys	Patty Thomas-Alcoa City Schools Patrick Wade-TCAT Knoxville

### **Post-Grant Funding Phase**

<b>May 2022 and beyond</b>	Finalize grades/pass rates from high school and postsecondary programs	HVAC instructor(s) AHS counselors
	Share attainment data with advisory members and/or industry partners	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville AHS HVAC Instructor AHS Career Coach
	Continue dual enrollment program with Alcoa High School	TCAT Knoxville representatives
	Utilize local, state, or Perkins allocated funds to support position and equipment needs	Alcoa City Schools and TCAT Knoxville
	Continue advisory committee meetings, utilizing feedback to support programmatic and industry certification changes	HVAC Instructor(s) Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville

	Continue work-based learning program with local industry partners	Alcoa City Schools and TCAT Knoxville work-based learning coordinators
	Draft final grant program summary report and share with program partners	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville
	Review end-of-course evaluations and discuss necessary changes based on feedback received	Patty Thomas-Alcoa City Schools Boyd Hestand-TCAT Knoxville

**Members of the *Trane* Training Program GIVE grant advisory committee will include:**

Patty Thomas, Director of CTE, Alcoa City Schools

Dr. Brian Bell, Director of Schools, Alcoa City Schools

Kelli Chaney, President, TCAT Knoxville

Boyd Hestand, Counselor, GIVE Grant Project Coordinator TCAT Knoxville

Patrick Wade, Vice President, TCAT Knoxville

Barry Vaulton, President, East Tennessee HVAC

Lacey Russell, Administration, Pyramid Industrial

Jessica Belitz, The Blount Partnership

Representatives from Pellissippi State Community College

Amy Nolan, The Knoxville Chamber of Commerce

Dave Bennett, Cherokee Millwright

Katie Ferrell, Alcoa City Schools, High School Counselor

Tracy Downs, Alcoa City Schools, High School Counselor

Lisa Williamson, Alcoa City Schools, Middle School Counselor

Mary Beth Warwick, Alcoa City Schools, Director of Special Education

HVAC Instructor, Alcoa City Schools, TCAT Knoxville

Career Coach, Alcoa City Schools, TCAT Knoxville

Appendix  
Section 2  
Budget  
Partner Commitment with  
Budget Alignment

## GIVE Grant Budget

POLICY 03	EXPENSE OBJECT LINE-ITEM CATEGORY *	GRANT CONTRACT	GRANTEE	TOTAL
1, 2	Salaries, Benefits & Taxes	\$259,000.00		\$259,000.00
4, 15	Professional Fee, Grant & Award **	\$20,000.00		\$20,000.00
5, 6, 7, 8, 9, 10	Supplies, Telephone, Postage & Shipping, Occupancy,	\$48,000.00		\$48,000.00
11, 12	Travel, Conferences & Meetings	\$30,000.00		\$30,000.00
13	Interest**	\$0.00		
14	Insurance	\$0.00		
16	Specific Assistance To Individuals	\$0.00		
17	Depreciation**	\$0.00		
18	Other Non-Personnel**	\$24,500.00		\$24,500.00
20	Capital Purchase**	\$451,245.40		\$451,245.40
22	Indirect Cost	\$60,000.00		
24	In-Kind Expense		147, 500.00	\$147,500.00
25	Grand Total	\$892,745.40	\$0.00	\$980,245.40

\* Each expense object line-item shall be defined by the Department of Finance and Administration Policy 03, Uniform Reporting Requirements and Cost Allocation Plans for Subrecipients of Federal and State Grant Monies, Appendix A. (posted on the Internet at: [www.state.tn.us/finance/act/documents/policy3.pdf](http://www.state.tn.us/finance/act/documents/policy3.pdf)).

\*\* Applicable detail follows this page if line-item is funded.

## GRANT BUDGET LINE-ITEM DETAIL

<b>Line 1</b>	<b>Salaries And Wages</b>	On this line, enter compensation, fees, salaries, and wages paid to officers, directors, trustees, and full-time employees. An attached schedule may be required showing client wages or other included in the aggregations.
Amount	ITEM	Description
114,600	HVAC Instructor	Salary for March 2020 - April 2022 (25 months at \$4584 per month) \$55,000 annually
30,000	Part-time Career Coach	Fits for this 12 month position. Used for the first full year of implementation of Work Ethic Diploma, student transition services and identifying WBL
86,400	HVAC Adjunct Instructor	No benefits for this 24 month position at 30 hours per week at \$30 per hour



6000	<b>HVAC Externship Stipends</b>	Stipends for 10 staff members to participate in summer externships
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<b>Line 2</b>	<b>Employee Benefits &amp; Payroll Taxes</b>	Enter (a) the institution's contributions to pension plans and to employee benefit programs such as health, life, and disability insurance; and (b) the institution's portion of payroll taxes such as social security and Medicare taxes and unemployment and workers' compensation insurance. An attached schedule may be required showing client benefits and taxes or other included in the aggregations.
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Amount	ITEM	Description
22,000	HVAC Instructor	40% of \$55,000 for Benefits

<b>Line 4</b>	<b>Professional Fees</b>	Enter the organization's fees to outside professionals, consultants, and personal-service contractors. (A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded.)
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Amount	ITEM	Description
\$20,000	Contractor Fees for Renovations at Alcoa High School	This line item will be utilized to pay for a construction contractor to provide necessary renovations to existing lab space in order to convert to a functional HVAC training facility

<b>Line 5</b>	<b>Supplies</b>	Enter the organization's expenses for office supplies, food and beverages, and other supplies. An attached schedule may be required showing food expenses or other details included in the aggregations.
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Amount	ITEM	Description

<b>Line 6</b>	<b>Telephone</b>	Enter the institution's expenses for telephone, cellular phones, FAX, E-mail, telephone equipment maintenance, and other related expenses.
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Amount	ITEM	Description
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**Line 7**                      **Postage And Shipping**                      Enter the institution's expenses for postage, messenger services, overnight delivery, outside mailing service fees, freight and trucking, and maintenance of delivery and shipping vehicles.

Amount	ITEM	Description

**Line 8**                      **Occupancy**

Amount	ITEM	Description

**Line 9**                      **Equipment Rental and Maintenance**                      Enter the institution's expenses for renting and maintaining computers, copiers, postage meters, and other office equipment used exclusively for this grant initiative.

Amount	ITEM	Description

**Line 10**                      **Printing And Publications**                      Enter the institution's expenses for producing printed materials (not including posters, advertising, and other marketing materials), purchasing books and publications, and buying subscriptions to publications.

Amount	ITEM	Description


Amount	ITEM	Description
3000	<b>SkillsUSA Chapter Activities</b>	to start chapter at Alcoa HS
5000	<b>ACTE Conference</b>	Career Tech Vision in Nashville, TN, so that staff may learn about CTE best practices
5000	<b>Transportation for students to participate in industry</b>	Bus transportation to take K-12 students on tours of local HVAC inudstries and post-secondary institutions

Amount	ITEM	Description
10,000	<b>SkillsUSA Chapter Activities</b>	Regional, State and National conferences for 20 competitors
7000	<b>ACTE Conference</b>	Registration Fees and Travel for 10 staff

Amount	ITEM	Description

Amount	ITEM	Description


**Line 15**

**Grants And Awards**

Enter the institution's awards, grants, subsidies, and other pass-through expenditures to individuals and to other institutions, including travel and equipment allowances outside the institution (this includes WBL salary reimbursements). This classification includes items used in direct support of this initiative. (A detailed description is required in the Grant Budget Line-Item Detail if this line-item is funded.)

Amount	ITEM	Description
48,000	Mini-grants for Remake Learning Day Events	Mini Grants for Events \$16,000 annually (\$100 - \$500 each)

**Line 16**

**Specific Assistance To Individuals**

Amount	ITEM	Description

**Line 17**

**Depreciation\*\***

Amount	ITEM	Description

<b>Line 18</b>	<b>Other Nonpersonnel Expenses</b>	Enter the institution's allowable expenses for advertising, the institution's and employees' membership dues in associations and professional societies and licenses, permits, registrations, and testing fees.
<b>Amount</b>	<b>ITEM</b>	<b>Description</b>
4500	<b>ADOBE VIP site license</b>	\$1500 annually for creating program documents and editing WBL files
5,000	<b>HEAT, Universal 401A, EPA Section 608 Training Mat</b>	Training and Testing Vouchers for HVAC Specific Certifications
5,000	<b>OSHA 10 and 30 Industry Testing Vouchers for Stude</b>	OSHA 10 and 30 Testing Vouchers for Students through CareerSafe and other online providers
10,000	<b>Marketing Materials</b>	Remake Learning Day and Program Marketing Materials

<b>Line 20</b>	<b>Capital Purchases</b>	Enter the organization's purchases of fixed assets and purchases with a minimum life expectancy of one year. Include land, equipment, buildings, leasehold improvements, and other fixed assets.
<b>Amount</b>	<b>ITEM</b>	<b>Description</b>
4,905.00	<b>4TWR4036G1000A</b>	Heat Pump - Outdoor Unit, Single Stage 5 total
2,475.00	<b>TEM4A0B36S31S</b>	Air Handler - Indoor Unit w/PSC Motor 5 total
4,905.00	<b>4TWR4036G1000A</b>	Heat Pump - Outdoor Unit, Single Stage 5 total
4,445.00	<b>S9X2B060U3PSAB</b>	Furnace - Indoor Unit w/X13 Motor 5 total
1,825.00	<b>4TXCB004DS3HCA</b>	Indoor Cased Coil 5 total
4,905.00	<b>4TWR4036G1000A</b>	Heat Pump - Outdoor Unit, Single Stage 5 total
3,610.00	<b>TEM6A0C36H31SB</b>	Furnace - Indoor Unit w/16 pin VS Motor 5 total
6,590.00	<b>4TWR7036B1000C</b>	Heat Pump - Outdoor Unit, Two Stage 5 total
5,130.00	<b>S9V2B060U3PSBB</b>	Furnace - Indoor Unit w/4 pin VS Motor 5 total
1,825.00	<b>4TXCB004DS3HCA</b>	Indoor Cased Coil 5 total
45,764.40	<b>BPICSTUKIT</b>	BUILDING PERFORMANCE HVAC 3 total at 15,254.80 each
50,430.00	<b>EEWA553BEDU</b>	EEWA553 FOR EDU ONLY 3 total
109,536.00	<b>PMI NC3 Kit</b>	PMI 3 total one at each site
12,000.00	<b>Pittsburg Tool</b>	Sheet Metal working tool 3 total one for each site
2,000.00	<b>90 Degree Seamer</b>	Sheet Metal working tool 3 total one for each site
45,000.00	<b>Lenovo computers</b>	20 laptop computers and charging cart 3 total one for each site
3,500.00	<b>Two sets of student tools from TCAT Tool List</b>	for Alcoa site from TCAT Knoxville student tool list
9,000	<b>Program consumables</b>	\$1,000 for each year (20, 21, 22) for all three training sites
6,000	<b>Uniweld Item # 22UL96 Mfr. Model # KL22P-T portable cutting torch</b>	Welding and Cutting Kit, Cap'n Hook Series, Cuts Up To 2" (2 for each program - 6 total)
3,000	<b>VICTOR Gas Welding Outfit, EDGE Series</b>	3 total one for each site

900	Tin Knocker Pittsburgh Hammer - PH-16	3 total one for each site
4500	Omni Cubed 90 Auto Stealth Seamer - 5145-90A-17	3 total one for each site
4500	Tennsmith 4 Foot x 16 Gauge Bench Mounted Manua	3 total one for each site
1500	Malco Portable Mini Brake, 48 In, 22 GaCapacity MB48A	3 total one for each site
60,000	5 passenger van with 2 wheelchair access	To transport students with disabilities to work-based learning site and industry and postsecondary tours.
1500	Exterior Door for Alcoa Renovation	at Alcoa HS renovation area
2500	Interior wall with door for Alcoa Renovation	at Alcoa HS renovation area
1000	paint and LED Lights for Alcoa Renovation	at Alcoa HS renovation area
30000	ventilation at all sites	10,000 allocated for each site
3000	New overhead garage door for Alcoa Renovation	at Alcoa HS renovation area
15,000.00	Lab tables and stools	Furniture for new AHS HVAC lab
Line 22	Indirect Cost	This amount is intended to cover costs associated with administrative functions including providing the required project reports, financial information, and information to support project evaluation. Not to exceed 8 percent of the total budget.
Amount	ITEM	Description
60,000	Grant and Remake Learning Coordinator Stipend	Grant and Remake Learning Day Coordinator stipend \$2000 per month for 30 months

**Line 24 In-Kind Expenses**

This amount is for reporting the value of contributed resources applied to the program. Approval and reporting guidelines for in-kind contributions will be specified by those contracting state agencies who allow their use toward earning grant funds.

Amount	ITEM	Description
\$35,000.00	NC3 Precision Measurement Certification Tool Cart	Funded through Alcoa City Schools Carl Perkins Reserve Grant Funds
\$6,500.00	NC3 Advanced Multimeter Certification Tool Cart	Funded through Alcoa City Schools Carl Perkins Reserve Grant Funds
\$6,000.00	CTE Institute and WBL Certification Training Expense	Funded by Alcoa City Schools Perkins and Local Funds
\$30,000.00	Computer Labs at Alcoa High School and WiFi Conne	Funded by Alcoa City Schools Local Funds
\$70,000.00	Local CTE Equipment and Consumables Funds for 30	Funded by Alcoa City Schools Local Funds
Line 25	Total Expenses	

Total Direct and Administrative Expenses, and Line 24, In-kind Expenses, goes on this line.

### Partner Commitment and Budget Alignment

Partner Name	Description of Commitment	Budget Alignment
Tennessee College of Applied Technology-Knoxville	<p>TCAT-Knoxville will provide secondary and post-secondary students with an opportunity to train in an accredited HVAC Excellence and Council for Occupational Education training program. Students will have opportunities to obtain nationally recognized industry certifications and participate in paid cooperative experiences. TCAT Knoxville will provide a training program, onsite at Alcoa High School for secondary students and will assist the district in promoting career exploration experiences across the K-12 spectrum through the implementation of Remake Learning Days. TCAT Knoxville will assist students, at the culmination of the program of study, with job placement opportunities. The college currently touts a 100% placement rate for HVAC program graduates. TCAT Knoxville will continue to sustain instructor positions at Alcoa High School beyond the grant culmination, as student enrollment demands.</p>	<p>Proposed budget includes an adjunct instructor for Alcoa High School and an adjunct for the proposed night program at Alcoa High School. Proposed budget includes funding for equipment and supplies that will mimic that found in the HVAC lab at Alcoa High School, for both TCAT Knoxville locations. Program budget also includes funding for activities that will be incorporated into Remake Learning Days</p> <p>Budget will include funds to cover software costs relating to the program, along with marketing materials for program promotion.</p> <p>Budget will incorporate funds for staff members to attend professional development opportunities that include CTE best practices</p>
Alcoa City Schools	<p>Alcoa City Schools will provide a dedicated training space within the school system and promote the new HVAC program to younger students through career exploration opportunities, including Remake Learning Days. The district will provide textbooks and related curriculum resources for students. The district will share data with TCAT-Knoxville as it relates to student dual enrollment within the program. The district will cover the costs of utilities and custodial services for the program. The district will provide counseling services and will provide opportunities for program recruitment. The district will also provide internet connectivity and access to a computer lab for</p>	<p>Proposed budget includes a part-time Career Coach for Alcoa High School. This position will create transition activities for students moving from middle to high school and from high school to postsecondary. The Career Coach will also explore additional work-based learning opportunities, participate in advisory meetings, and facilitate the roll out of the Work Ethic Diploma.</p> <p>Program budget includes funds for equipment and supplies that</p>

	students within this program.	will match that of TCAT Knoxville. Budget will also include funds for staff members to attend professional development opportunities that include CTE best practices. Budget includes funding to support the establishment of a new SkillsUSA chapter at Alcoa High School along with chapter activities and competitions.
East Tennessee HVAC	East TN HVAC will serve as an industry partner in this proposal by providing students with work-based learning opportunities including externships, serving as guest speakers for K-12 classes, providing information regarding skills training and certifications, participating in career days and career fairs, and providing donations of equipment and supplies, when available. East TN HVAC will participate in the Work Ethic Diploma initiative.	Will provide opportunities for paid/unpaid work-based learning experiences for Alcoa City Schools. Will provide a staff member to serve on industry advisory committee. Will provide donations of equipment and supplies as available. These items are not funded through grant budget.
Pyramid Industrial	Pyramid Industrial will serve as an industry partner in this proposal by providing students with work-based learning opportunities including externships, serving as guest speakers for K-12 classes, providing information regarding skills training and certifications, participating in career days and career fairs, and providing donations of equipment and supplies, when available. Pyramid Industrial will participate in the Work Ethic Diploma initiative.	Will provide opportunities for paid/unpaid work-based learning experiences for Alcoa City Schools. Will provide a staff member to serve on industry advisory committee. Will provide donations of equipment and supplies as available. These items are not funded through grant budget.
Cherokee Millwright	Cherokee Millwright will serve as an additional partner in this proposal, in the form of an MOU, once grant funds have been awarded. In the meantime, please see their letter of support within the appendix section of this proposal.	Will provide opportunities for paid/unpaid work-based learning experiences for Alcoa City Schools. Will provide a staff member to serve on industry advisory committee. These items are not funded through grant budget.



The Blount Partnership	The Blount Partnership serves as the workforce development resource for the Alcoa City School System. The Blount Partnership also serves as the intermediary for the school district's education advisory committees. The Blount Partnership will continue these roles and will assist with program promotion and will continue to provide opportunities for students to participate in career exploration events.	Will provide a staff member to serve on industry advisory committee. Will assist in promoting the training program to both industry partners and potential new students. Will help facilitate career exploration events and job fairs within Blount County.
The Knoxville Chamber	The Knoxville Chamber will support the initiative by assisting with program promotion and will continue to supply the educational institutions with up-to-date labor market information for the HVAC industry	Will provide a staff member to serve on industry advisory committee. Will assist in promoting the training program to both industry partners and potential new students.
Pellissippi State Community College	Pellissippi State Community College will continue to offer dual credit opportunities for high school students who complete nationally-recognized industry certifications. Representatives from Pellissippi State will also serve on education advisory committee meetings, participate in college and career fairs, and provide opportunities for secondary student tours. Please see current articulation agreements between Alcoa High School and Pellissippi State Community College within the appendix of this proposal.	Will provide local dual credit opportunities for students who complete the OSHA-30 or a combination of OSHA-10 and Precision Measurement Instrumentation certifications. Will continue to participate in educational advisory committee meetings.

Appendix  
Section 3  
Additional Secondary  
Education Information,  
Postsecondary  
Information,  
and  
Labor Market  
Information



Patricia Thomas &lt;pthomas@alcoaschools.net&gt;

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## HVAC Grant Information

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**Lacey Russell** <lacey.russell@easttnheatandair.com>  
To: Patricia Thomas <pthomas@alcoaschools.net>

Wed, Aug 28, 2019 at 8:16 AM

Below is what we are looking for in HVAC Techs:

### Service Technicians:

- Troubleshoot residential HVAC Units both electrical and gas during service calls.
- Be able to safely make repairs to heat and air units both mechanically and electrically.
- Able to price work using a company provided tablet and present it to the customer for approval.
- Ability to quote work and assist in the sale of new HVAC units.
- Dependability a must

### HVAC Installer:

- Ability to work with other installers and install HVAC units as shown on drawings and as instructed.
- Ability to install ductwork and duct wrap according to drawings and instructions.
- Have the basic understanding of how different HVAC units work and have a mechanical aptitude.
- Must be able to work in tight places (like crawl spaces) and in extreme weather conditions.
- Dependability a must

Sincerely,

Lacey Russell

Office Manager

East TN Heat & Air

[lacey.russell@easttnheatandair.com](mailto:lacey.russell@easttnheatandair.com) | P: 865 268 5575

7808 Asheville Hwy | Knoxville, TN 37924

Mechanical, Electrical,  
& Plumbing (MEP)  
Systems

Fundamentals of  
Construction  
(C17H15)

MEP Systems  
(C17H23)

HVAC (C17H17)  
-and/or-  
Electrical Systems  
(C17H16)  
-and/or-  
Plumbing Systems  
(C17H18)  
-or-

Construction  
Practicum  
(C17H22)  
-or-  
**Dual Enrollment**  
Mechanical, Electrical  
& Plumbing Systems  
(C17H03)

Sample  
High School  
HVAC  
Program of  
Study

9th  
grade

10th  
grade

**Dual Enrollment**  
Mechanical, Electrical, &  
Plumbing Systems  
(C17H03)

12th grade

11th grade

Industry Certification;  
NCCER Core Curriculum  
-and/or-  
OSHA 10

Industry  
Certification:  
Precision  
Measurement  
Instruments  
Certification (includes  
all subtests)

Industry Certifications  
for C17H17:  
HVAC Excellence, Heating,  
Electrical, Air  
Conditioning Technology  
(H.E.A.T.)  
-and/or-  
HVAC Excellence  
Employment Ready  
Certifications  
-and/or-  
Universal R-410A  
EPA Section 608 Universal  
Industry Certification  
for C17H16:  
NCCER Electrical Level  
One  
-and/or-  
OSHA 30 Construction  
Industry Certification  
for C17H18:  
NCCER Plumbing Level  
One

Available courses for elective credit in this cluster:

- **Work-Based Learning: Career Practicum** (C20H17) may substitute for the Level 4 offering in all programs of study.

LWDA 4: Anderson, **Blount**, Campbell, Cumberland, Loudon, Morgan, Monroe, Roane, and Scott counties



Careers to 2024

These careers have it all!

Personal Skills and Abilities

Personal Skills and Abilities

- advanced skills required
- moderate skills required
- A artistic/creative ability required

Job Title	2014-2024 Average Annual Openings	2016 Median Salary	Personal Skills: Reading (English)	Math Skills	Service Orientation	Persuasion Skills	Science Skills	Computer Programming Skills	Repairing Skills	Artist/Creative Ability
Doctoral or professional degree										
Physical Therapists	20	\$88,328	●	○	●	●	●			
Master's degree										
Mental Health Counselors	20	\$39,874	●	○	●	●	●			
Nurse Practitioners	20	\$94,751	●	○	●	●	●			
Bachelor's degree										
Registered Nurses	110	\$54,824	●	○	●	●	○			
Accountants and Auditors	75	\$60,623	●	●	○	●	○			
Elementary School Teachers, Except Special Education	60	\$46,911	●	●	●	●	○			A
Industrial Engineers	30	\$78,826	●	●	○	●				
Financial Managers	25	\$92,297	●	●	●	●				
Management Analysts	20	\$91,194	●	○	○	●	○			A
Clergy	20	\$43,086	●	○	●	●				
Construction Managers	20	\$81,535	●	●	●	●	○			
Human Resources Specialists	15	\$48,139	●	○	●	○				
Civil Engineers	15	\$101,165	●	●	●	●	○	○		A
Sales Managers	15	\$72,328	●	●	●	●				
Associate's degree										
Preschool Teachers, Except Special Education	15	\$24,508	●	○	●	●				A
Physical Therapist Assistants	15	\$55,678	●	○	●	○	○			
Medical and Clinical Laboratory Technicians	15	\$32,400	●	○	○	●	●			
Postsecondary non-degree award										
Heavy and Tractor-Trailer Truck Drivers	115	\$42,539	●	○	○	○			○	
Nursing Assistants	95	\$22,857	●	○	●	○				
Dental Assistants	20	\$39,223	●	○	●	●	○			
Medical Assistants	20	\$26,595	●	○	●	●	○			
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	20	\$45,890	●	○	○	○	○		●	
Some college, no degree										
Teacher Assistants	75	\$19,012	●	○	●	●				A
Computer Support Specialists	35	\$39,383	●	○	●	●	○	○	○	
High school diploma or equivalent										
Team Assemblers	310	\$30,492	○	○	○	○				
Customer Service Representatives	100	\$27,164	●	○	●	●				
Office Clerks, General	100	\$27,927	●	○	●	●				
Maintenance and Repair Workers, General	80	\$37,307	●	○	○	○			●	
First-Line Supervisors of Retail Sales Workers	70	\$36,556	●	●	●	●				
First-Line Supervisors of Office and Administrative Support	55	\$45,408	●	○	●	●				
Machinists	55	\$48,697	●	○	○	○			○	
Secretaries and Administrative Assistants, Except Legal, Medical and Executive	55	\$29,613	●	○	●	●				
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	40	\$48,618	●	○	●	●				
Childcare Workers	35	\$18,364	●	○	●	●				
Electricians	30	\$54,068	●	●	○	○	○		●	
First-Line Supervisors of Production and Operating Workers	30	\$55,355	●	○	○	●				
Inspectors, Testers, Sorters, Samplers, and Weighers	30	\$35,520	●	○		○				

(continued on back)

✓ Jobs in Demand  
✓ Positive Job Growth  
✓ At least 15 expected annual job openings



# Careers to 2024

These careers have it all!

Personal Skills and Abilities

Personal Skills and Abilities

- advanced skills required
- moderate skills required
- A artistic/creative ability required

Job Title	2014-2024 Average Annual Openings	2016 Median Salary	Personal Skills: Reading (English)	Math Skills	Service Orientation	Persuasion Skills	Science Skills	Computer Programming Skills	Repairing Skills	Artist/Creative Ability
Doctoral or professional degree										
Physicians and Surgeons, All Other	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Physical Therapists	20	\$76,771	●	○	●	●	●			
Health Specialties Teachers, Postsecondary	20	\$51,339	●	○	●	●	●			
Master's degree										
Nurse Practitioners	30	\$90,216	●	○	●	●	●			
Nurse Anesthetists	25	N/A	●	○	●	○	●		○	
Bachelor's degree										
Registered Nurses	280	\$55,272	●	○	●	●	○			
Accountants and Auditors	95	\$59,472	●	●	○	●	○			
Elementary School Teachers, Except Special Education	55	\$47,480	●	●	●	●	○			
Clergy	40	\$42,789	●	○	●	●				
Computer Systems Analysts	40	\$70,425	●	●	●	●	○	●		
Financial Managers	40	\$92,028	●	●	●	●				
Management Analysts	40	\$77,354	●	○	○	●	○			
Sales Managers	35	\$99,091	●	●	●	●				
Human Resources Specialists	30	\$47,933	●	○	●	○				
Sales Representatives, Wholesale and Manufacturing, Scientific and Technical Products	30	\$66,654	●	○	●	●				
Business Operations Specialists, All Other	25	\$53,673								
Medical and Clinical Laboratory Technologists	25	\$54,318	●	●	●	○	●	○		
Software Developers, Applications	25	\$73,703	●	●	○	○	○	●		A
Associate's degree										
Medical and Clinical Laboratory Technicians	20	\$30,575	●	○	○	●	●			
Physical Therapist Assistants	20	\$48,359	●	○	●	○	○			
Postsecondary non-degree award										
Heavy and Tractor-Trailer Truck Drivers	160	\$39,758	●	○	○	○			○	
Licensed Practical and Licensed Vocational Nurses	85	\$37,449	●	○	●	●	○			
Medical Assistants	80	\$30,208	●	○	●	●	○			
Nursing Assistants	75	\$23,860	●	○	●	○				
Medical Records and Health Information Technicians	50	\$32,864	●	○	○	○				
Automotive Service Technicians and Mechanics	45	\$34,665								
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	35	\$40,225	●	○	○	○	○		●	
Emergency Medical Technicians and Paramedics	30	\$30,947	●	○	●	●	●			
Dental Assistants	20	\$38,145	●	○	●	●	○			
Firefighters	20	\$48,417	●	○	●	●	○			
Some college, no degree										
Teacher Assistants	40	\$19,288	●	○	●	●				A
Computer Support Specialists	40	\$42,021	●	○	●	●	○	○	○	
High school diploma or equivalent										
Customer Service Representatives	280	\$28,431	●	○	●	●				
Office Clerks, General	205	\$29,193	●	○	●	●				
Childcare Workers	110	\$18,116	●	○	●	●				
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	105	\$29,824	●	○	●	●				
First-Line Supervisors of Office and Administrative Support Workers	100	\$48,765	●	○	●	●				
First-Line Supervisors of Retail Sales Workers	100	\$39,542	●	●	●	●				
Maintenance and Repair Workers, General	85	\$33,851	●	○	○	○			●	

(continued on back)

✓ Jobs in Demand

✓ Positive Job Growth

✓ At least 20 expected annual job openings





## 2018 ANNUAL COMPLETION, PLACEMENT, AND LICENSURE

Tennessee College of Applied Technology Knoxville

(Report Period: 9/1/2017 – 8/31/2018)

		60%		70%	70%
<b>POST-SECONDARY Educational Programs</b>	<b>Graduation Rate (%)</b>	<b>Total Completion Rate (%)</b>	<b>Graduate Placement Rate (%)</b>	<b>Total Placement Rate (%)</b>	<b>Licensure Exam Pass Rate (%)</b>
Administrative Office Technology	75	75	89	89	
Automotive Technology	62	70	92	93	
Collision Repair Technology	70	75	86	87	
Computer Information Technology	45	45	80	80	
Cosmetology	53	55	100	100	93
Dental Assisting	94	94	93	93	
Diesel Powered Equipment Technology	82	82	96	96	
HVAC/R – Main Campus	93	97	100	100	
HVAC/R – Strawberry Plains Campus	89	89	100	100	
Industrial Electricity	98	98	84	84	
Industrial Maintenance/Mechatronics	87	87	100	100	
Machine Tool Technology – Main Campus	94	94	100	100	
Machine Tool Technology – Anderson County	No Graduates this Reporting Period				
Manicuring	Teaching Out Program				
Medical Assisting	69	81	100	100	
Medical Office Information Technology	91	91	85	85	
Nursing Aide	89	89	73	73	
Pipefitting & Plumbing Technology	80	80	100	100	
Practical Nursing	54	54	90	90	98
Surgical Technology	61	61	92	92	
Truck Driving	94	94	100	100	100
Welding Technology – Main Campus	82	82	95	95	
Welding Technology – Anderson County Campus	No Graduates this Reporting Period				
Welding Technology – Oak Ridge High School	81	81	82	82	
Welding Technology – Strawberry Plains Campus	92	92	100	100	
<b>TCAT Knoxville Averages</b>		<b>80%</b>		<b>93%</b>	<b>97%</b>

COE Benchmarks	
Program Completion Rate	60%
Program Placement Rate	70%
Licensure Exam Pass Rate	70%



HVAC labor market information taken from the TSBA Data Dashboard for Knox County Schools and Alcoa City Schools on August 30th, 2019.

Heating, Air Conditioning & Refrigeration Mechanics & Installers - Architecture and Construction	141	\$41,584	330	25.55%	Maintenance/Operations	3
--	-----	----------	-----	--------	------------------------	---



Blount County HVAC labor market data provided by the Blount Partnership on August 6th, 2019, by Claire Carter and Jessica Belitz.

Industry Snapshot of Plumbing, Heating, and Air-Conditioning Contractors in Blount County, Tennessee, 2019q1

		Current			5-Year History			10-Year Forecast				
		Four Quarters Ending with 2019q1			Total Change	Empl Last 'n' Years	Avg Ann % Chg in Empl		Separations (Approximate)		Growth	
NAICS	Industry	Empl	Avg Ann Wages	LQ	Empl	1   3   5	Region	Total New Demand	Exits	Transfers	Empl	Avg Ann Rate
23822	Plumbing, Heating, and Air-Conditioning Contractors	250	\$48,174	0.60	55		5.1%	326	97	180	48	1.8%
	Total - All Industries	54,708	\$46,166	1.00	6,847		2.7%	67,666	26,725	35,676	5,265	0.9%

Source: JobsEQ®

Data as of 2019Q1

Note: Figures may not sum due to rounding.

## Occupational Employment Distribution

Occupation	Estimated Employment
Construction Laborers	2,480
Supervisors of Construction and Extraction Workers	1,470
Electricians	1,250
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,160
Carpenters	1,050

Source: TN Dept of Labor & Workforce Dev, Div Emp Sec, LMI

## Advertised Job Skills

Advertised Detailed Job Skill	Job Opening Match Count
Common sense	8
Verbal communication skills	8
Welding	4
Arc welding	3
Smooths surfaces	3

Source: Online advertised jobs data

## CAREER CLUSTER



## ARCHITECTURE AND CONSTRUCTION

## Alcoa City School District, LWDA4 and LWDA3 Workforce Regions

**Career Cluster Description:** Careers in designing, planning, managing, building and maintaining the built environment.

Occupation - Cluster	Annual Openings	Median Wages	Projected New Jobs	Growth Rate	Pathway	Job Zone/ Education
Construction Laborers - Architecture and Construction	472	\$29,339	500	15.60%	Construction	2
Landscaping & Groundskeeping Workers - Architecture and Construction	413	\$25,650	380	12.45%	Maintenance/Operations	1
Electricians - Architecture and Construction	295	\$50,381	390	17.85%	Construction	3
Carpenters - Architecture and Construction	250	\$36,630	180	10.70%	Construction	2
Heating, Air Conditioning & Refrigeration Mechanics & Installers - Architecture and Construction	141	\$41,584	330	25.55%	Maintenance/Operations	3
Painters, Construction & Maintenance - Architecture and Construction	112	\$31,886	70	7.80%	Construction	2
Plumbers, Pipefitters & Steamfitters - Architecture and Construction	103	\$40,809	70	8.75%	Construction	***
Construction Managers - Architecture and Construction	102	\$74,185	150	12.10%	Construction	4
Operating Engineers & Other Construction Equipment Operators - Architecture and Construction	91	\$38,355	50	10.25%	Construction	2

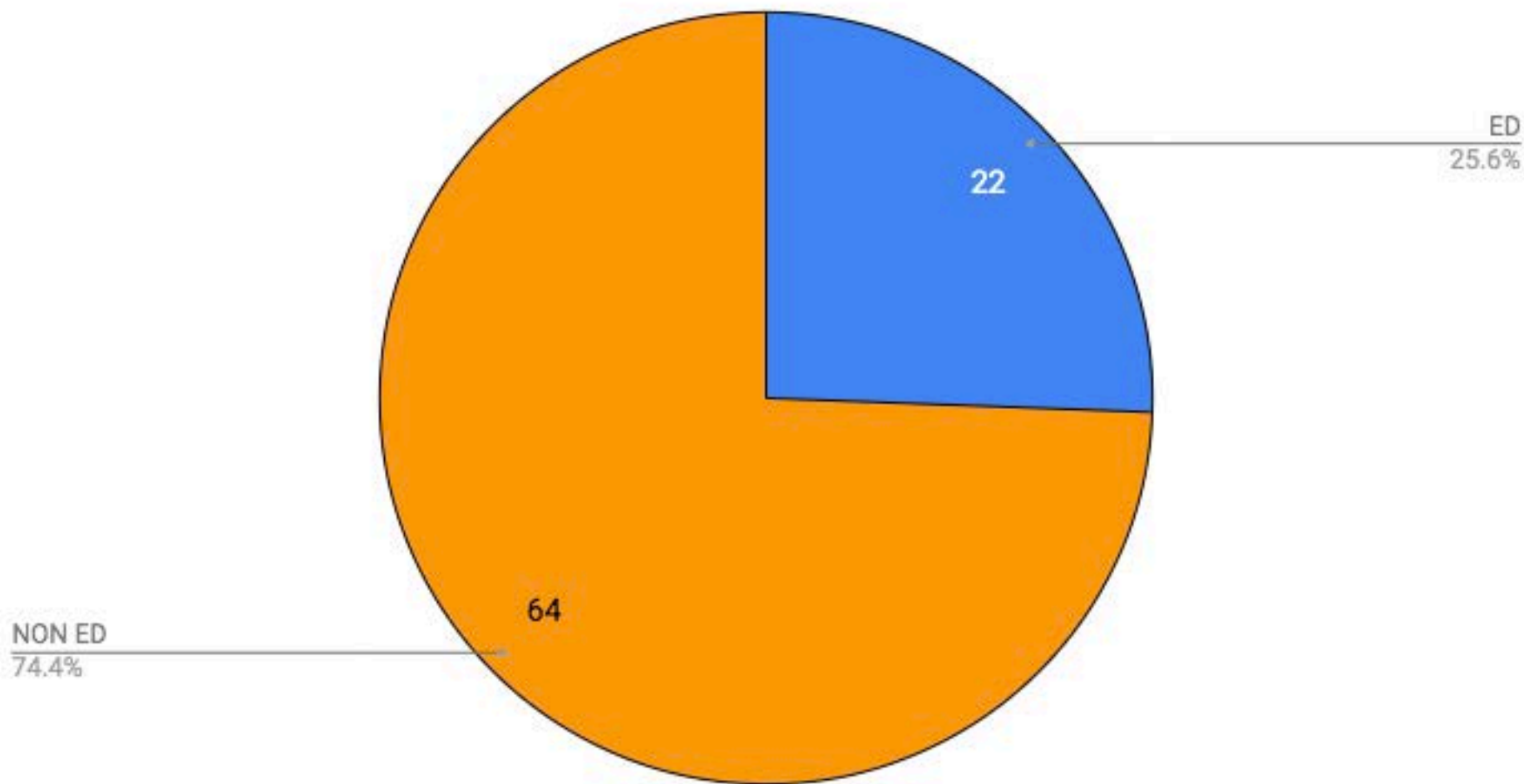
Appendix  
Section 4  
Current Subgroup Participation  
in Work-based Learning at  
Alcoa City Schools

The following pie charts indicate the number of students, by subgroup, who are currently participating in work-based learning at Alcoa City Schools.

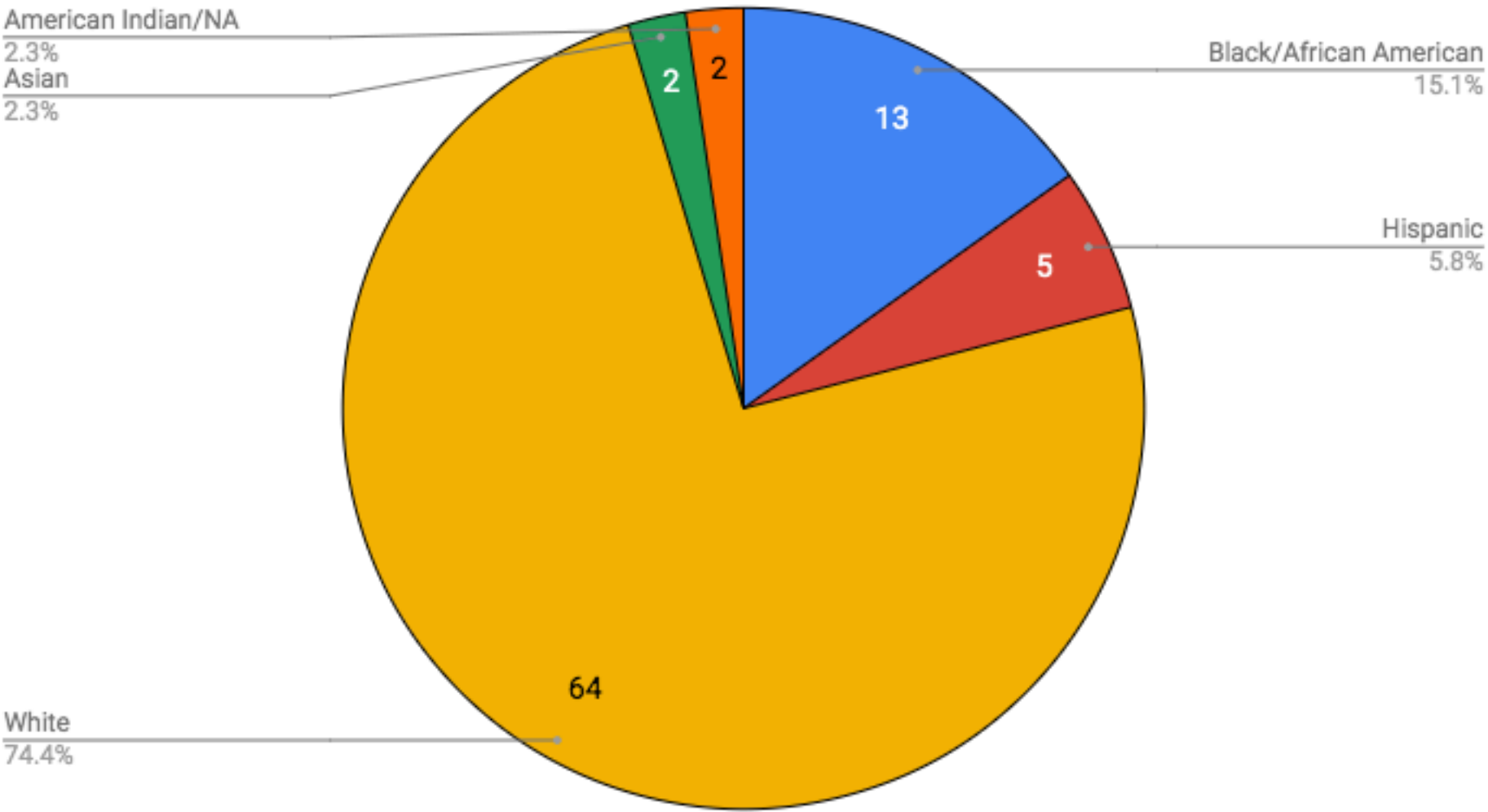
Through our GIVE grant proposal, we aim to improve the participation of these under served subgroups in work-based learning programs.

Provided by Alcoa City Schools Director of Accountability, Dr. Kim Hawkins on August 1st, 2019.

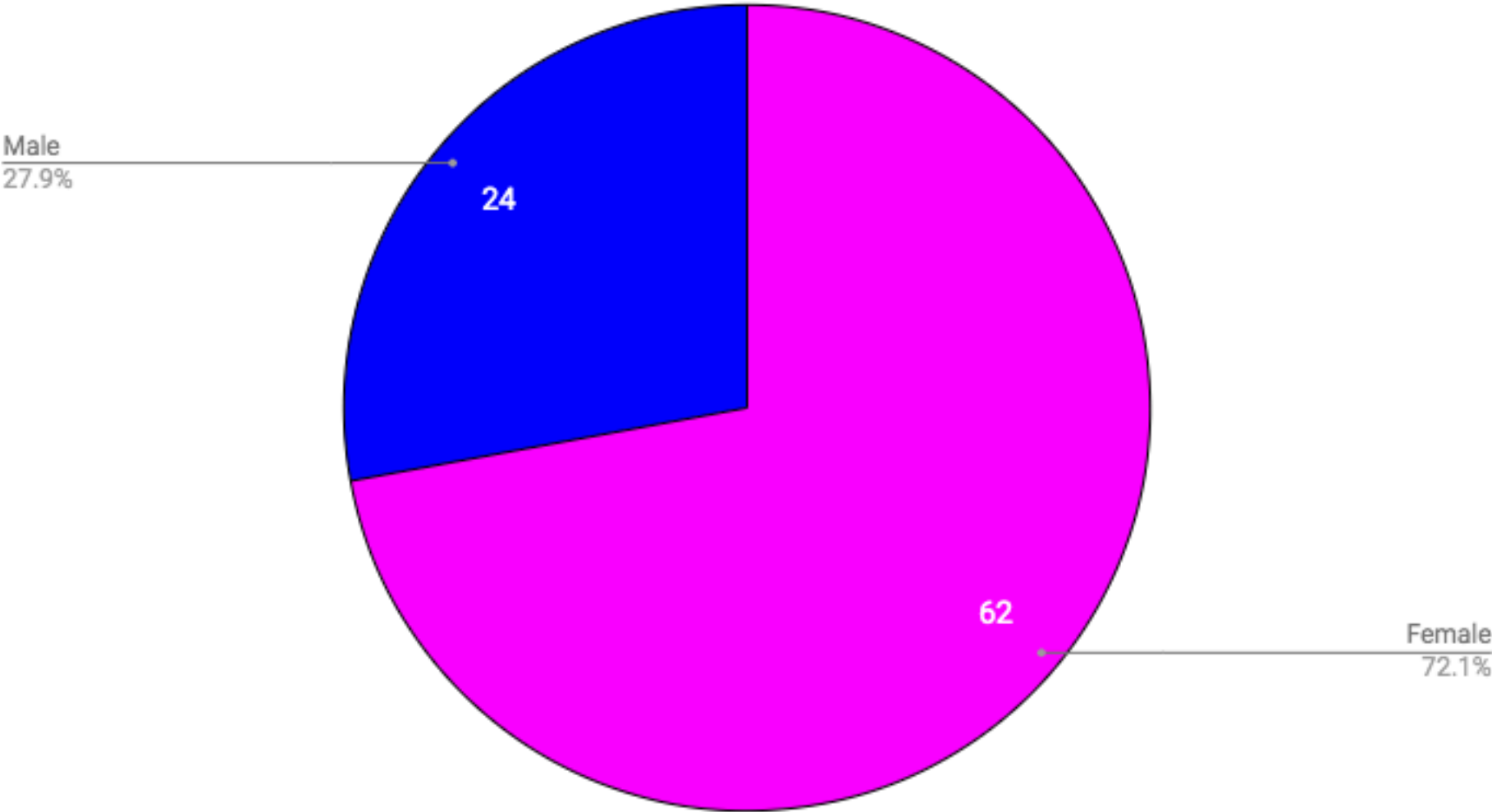
# Count of Current Economically Disadvantaged Students in Alcoa City Schools Work-Based Learning Programs



# Count of RACE in Current Alcoa High School Work-Based Learning programs

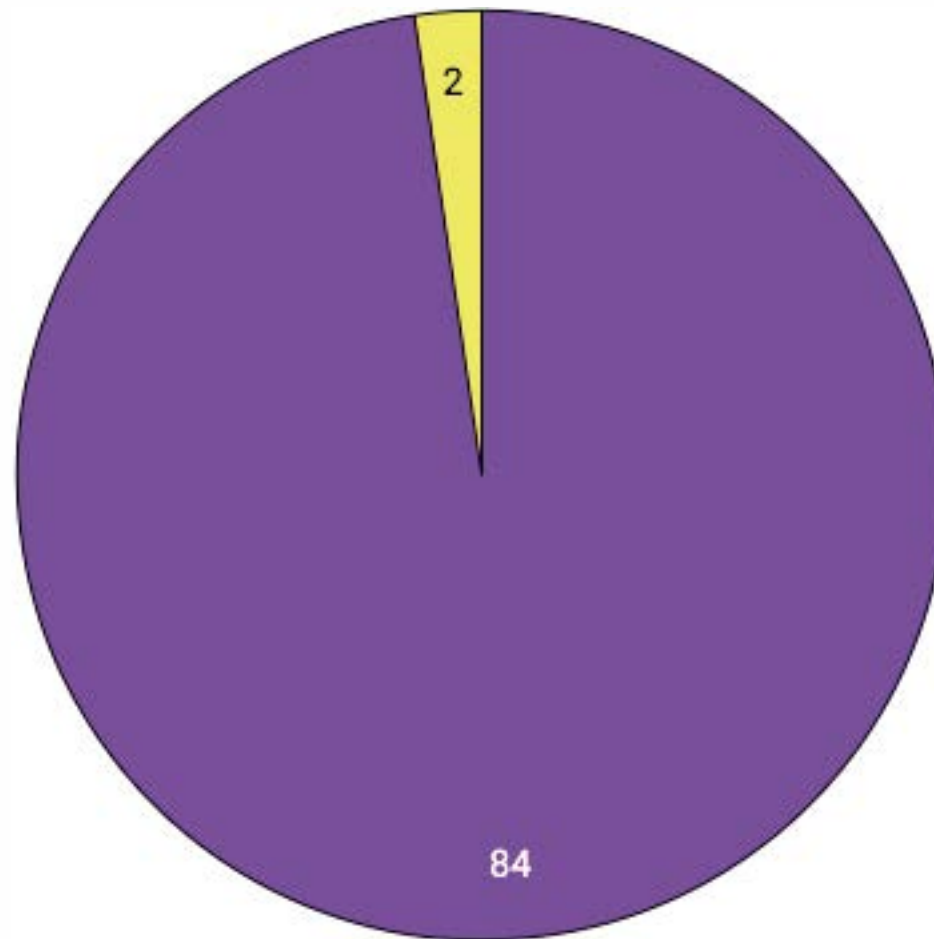


Count of SEX in Current Alcoa High School Work-Based Learning Programs



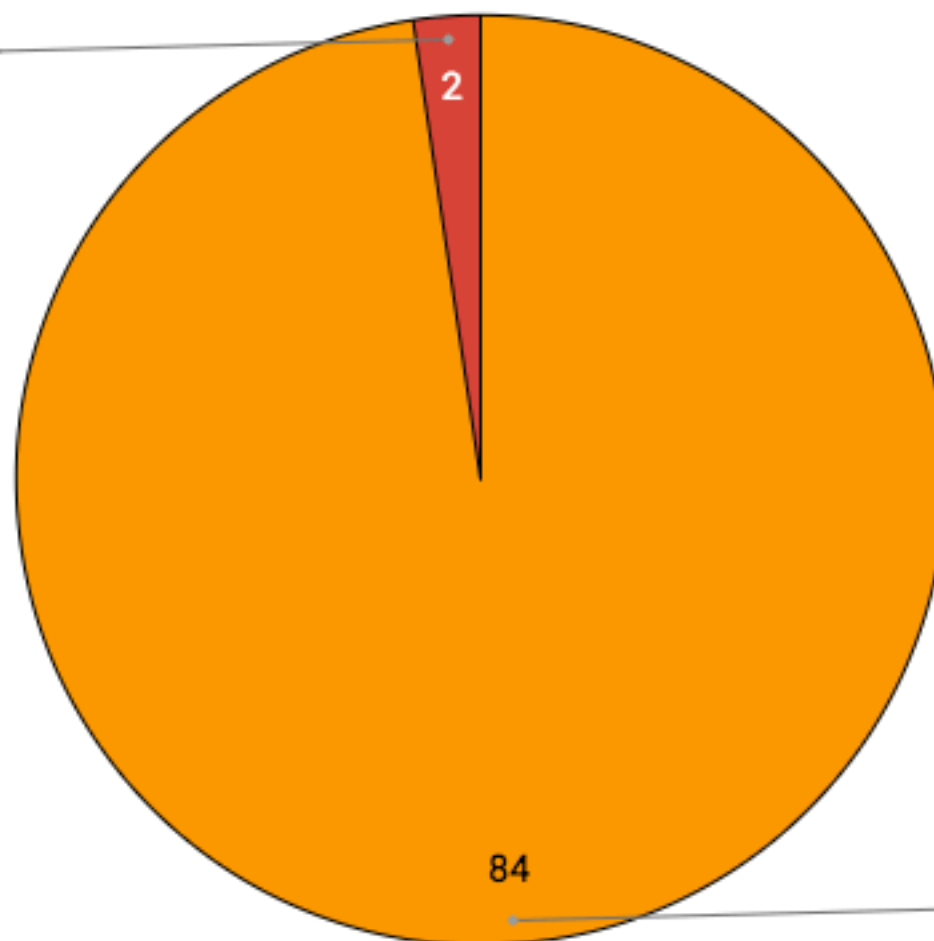


## Count of English Language Learners in Current Alcoa City Schools Work-Based Learning Programs



## Count of Current Students With Disabilities in Alcoa City Schools Work-Based Learning Programs

SWD  
2.3%



Non SWD  
97.7%

# Appendix

## Section 5

### Work Ethic Diploma Standards



# Tennessee

## Work Ethic Diploma Standards



- 1. Attendance Standard**
  - (1 pt.) Student has no more than 5 absences from school during the senior year.
  - (2 pts.) Student has no more than 3 absences from school during the senior year.
  - (3 pts.) Student has no more than 1 absence from school during the senior year.
- 2. Absence Standard**
  - (1 pt.) Student has no more than one unexcused absence from school during the senior year.
  - (2 pts.) Student has no unexcused absences from school during the senior year.
- 3. Tardiness Standard**
  - (1 pt.) Student has no more than two unexcused tardies to school during the senior year.
  - (2 pts.) Student has no more than one unexcused tardy to school during the senior year.
- 4. Discipline Standard**
  - (1 pt.) Student has no more than one discipline referral during the senior year.
  - (2 pts.) Student has no discipline referrals during the senior year.
- 5. Overall Grade Point Average Standard**
  - (1 pt.) Student has an overall GPA of 2.0 to 2.9
  - (2 pts.) Student has an overall GPA of 3.0 to 3.4
  - (3 pts.) Student has an overall GPA of 3.5 or above
- 6. Drug Free Standard**
  - (5 pts.) Student voluntarily presents written proof as being drug free.
- 7. CTE Coursework Standard**
  - (1 pt.) Student has successfully completed at least one CTE course by the end of the senior year.
  - (2 pts.) Student has successfully completed two CTE courses by the end of the senior year.
  - (3 pts.) Student has successfully completed three or more CTE courses by the end of the senior year.
- 8. CTE Competition Standard**
  - (1 pt.) Student has competed in an approved regional level CTE competition during the senior year.
  - (2 pts.) Student has competed in an approved state level CTE competition during the senior year.
  - (3 pts.) Student has competed in an approved national level CTE competition during the senior year.
- 9. TN Promise Standard**
  - (2 pts.) Student is in good standing with TN Promise and has completed the required 8 hours of community service.
- 10. Dual Enrollment/Credit Standard**
  - (2 pts.) Student has successfully completed a Dual Enrollment, Dual Credit, or Advanced Placement course and has been granted credit by any post-secondary institution during or before the senior year.
- 11. Industry Certification Standard**
  - (2 pts.) Student has received a national industry certification during or before the senior year.  
(i.e., Snap-on Metering Certificate, NCCER Certificate, etc.)
- 12. Enrollment in Post-Secondary Standard**
  - (2 pts.) Student is registered or has applied at a post-secondary institution for the fall of the graduating year.
- 13. Career Readiness Certificate Standard**
  - (2 pts.) Student has achieved a Bronze Level Career Readiness Certificate.
  - (4 pts.) Student has achieved a Silver Level Career Readiness Certificate.
  - (6 pts.) Student has achieved a Gold or Platinum Level Career Readiness Certificate.
- 14. Industry Awareness Standard**
  - (1 pt.) Student has participated in one industry awareness event during the senior year.
  - (2 pts.) Student has participated in more than one industry awareness event during the senior year.
  - (3 pts.) Student has participated in an internship or work based learning activity.

**\*To receive the Work Ethic Diploma distinction a student must earn a minimum of 20 points and a regular high school diploma\***

Appendix  
Section 6  
Letters of Support and MOU's

TIM BURCHETT

WASHINGTON OFFICE:  
1122 Longworth House Office Building  
Washington, DC 20515-4202  
(202) 225-5435

DISTRICT OFFICES:  
800 Market Street, Suite 110  
Knoxville, TN 37902  
Phone: (865) 523-3772  
Fax: (865) 544-0728

331 Court Street  
Maryville, TN 37804  
Phone: (865) 984-5464  
Fax: (865) 984-0521

<https://burchett.house.gov>

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-4202**

August 29, 2019

COMMITTEES:

Committee on the Budget

Committee on Foreign Affairs

SUBCOMMITTEES:  
Europe, Eurasia, Energy, and the Environment  
Africa, Global Health, Global Human Rights, and  
International Organizations

Committee on Small Business

SUBCOMMITTEES:  
Investigation, Oversight, and Regulations  
Innovation and Workforce Development

Dear Sir or Madam:

As part of my responsibilities to the Second District of Tennessee, I am often called upon by various organizations to endorse their proposals for various grant and funding applications. At this time, I request that you please accept my support for the GIVE Grant: *The Trane Training Program*. This program aims to provide a much-needed service to Blount County Residents and the initiatives of the workforce development region of East Tennessee. The requested funds will promote work-based learning opportunities by fostering career exploration, job shadowing, teacher externships, and student capstone experiences through a partnership between Tennessee College of Applied Technology, Knoxville (TCAT-Knoxville) and Alcoa City Schools.

The intent of this program is to provide a pathway for Alcoa High School students to TCAT-Knoxville through continuing community college education with the goal of working toward aligned careers in the area workforce. In addition to providing career and technical training opportunities to high school students, the proposed partnership would also offer an afterschool adult class to provide training to members of the community. Additionally, it targets to address underserved student populations through program promotion to non-traditional, minority, and economically disadvantaged students. In this instance, students would be able to attain stackable credentials, including nationally-recognized industry certifications and dual-enrollment credits, that will ultimately culminate into a post-secondary technician certification.

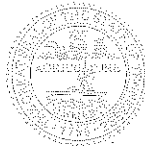
I respectfully request your review of this submittal and ask that it be given your every consideration. East Tennessee needs a program like this to provide a solid workforce for the local industries to continue growing our economy. In turn, I feel that a lasting era of service to the community may begin and flourish for years to come. Both institutions are dedicated to providing training opportunities to the residents of my District. I hope that you strongly consider them for this GIVE Grant.

Sincerely,



Tim Burchett  
Member of Congress

TB/js



ART SWANN  
STATE SENATOR  
2<sup>nd</sup> SENATORIAL DISTRICT  
BLOUNT AND PART OF SEVIER COUNTIES

E-MAIL  
sen.art.swann@capitol.tn.gov

## Senate Chamber State of Tennessee

NASHVILLE

LEGISLATIVE OFFICE  
CORDELL HULL BUILDING  
425 5<sup>th</sup> AVENUE NORTH  
NASHVILLE, TN 37243  
615.741.0981  
1.800.449.8366 Ext.10981  
FAX: 615.253.0224

September 5, 2019

Dear Sir or Madam:

I am writing this letter to express my strong support of the GIVE Grant: *The Trane Training Program*.

It is my understanding that the program's intent would provide pathways for Alcoa High School students to TCAT-Knoxville through continuing community college education with the goal of working toward aligned careers in the area workforce.

Further, the partnership would offer an afterschool adult class to provide training for our citizens.

Furthermore, this program would be exceedingly beneficial to Blount County citizens, and I recognize the positive impact that this grant would provide towards enriching the lives of individuals in our service area.

I would appreciate your giving this grant application every proper consideration.

Sincerely,

Art Swann  
State Senator

pf



August 19th, 2019

Attention: GIVE Grant Selection Committee

I would like to express my support of the GIVE Grant: *The Trane Training Program*, that is being proposed through a partnership with the Tennessee College of Applied Technology-Knoxville and Alcoa City Schools. This program aims to provide a vital service to not only Blount County residents, but also our East Tennessee workforce development region. The area has a huge need for trained HVAC technicians. The proposal submitted by TCAT-Knoxville and Alcoa City Schools aims to address that need. This program will promote work-based learning opportunities, across the continuum, by fostering career exploration, job shadowing, teacher externships, and student capstone experiences. The program aims to provide a seamless career pathway from Alcoa High School, to TCAT-Knoxville, options for continuing community college education, culminating to aligned careers in the area workforce. In addition to providing career and technical training opportunities to high school students, the proposed partnership would also offer an afterschool adult class to provide training to members of the community. The partnership also aims to address underserved student populations through program promotion to nontraditional, minority, and economically disadvantaged students. Students would be able to attain stackable credentials, including nationally-recognized industry certifications and dual-enrollment credits, that will ultimately culminate into a post-secondary technician certification.

Understanding the needs of local industries, allows me to whole-heartedly express my current and continued support of this program. I can attest to the dedication of both institutions as they strive to provide additional training opportunities to the residents of East Tennessee.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Julie Rochelle".

Julie Rochelle  
Chair of the Alcoa City School Board





August 23, 2019

Attention: GIVE Grant Selection Committee

On behalf of the east region of the TN ECD office, I would like to provide my support for the GIVE Grant: *The Trane Training Program*, that is being proposed through a partnership with the Tennessee College of Applied Technology-Knoxville and Alcoa City Schools. This program plans to provide a vital service to not only Blount County residents, but also our east Tennessee workforce development region. Our region has a great need for trained/skilled HVAC technicians. The proposal submitted by TCAT-Knoxville and Alcoa City Schools proposes to address that need. This program will promote work-based learning opportunities, across the continuum, by fostering career exploration, job shadowing, teacher externships, and student capstone experiences. The program plans to provide a seamless career pathway from Alcoa High School, to TCAT-Knoxville, options for continuing community college education, culminating to aligned careers in the area workforce. In addition to providing career and technical training opportunities to high school students, the proposed partnership will also offer an afterschool adult class to provide training to members of the community. The partnership also proposes to address underserved student populations through program promotion to nontraditional, minority, and economically disadvantaged students. Students would be able to attain stackable credentials, including nationally-recognized industry certifications and dual-enrollment credits, that will ultimately culminate into a post-secondary technician certification.

Understanding the needs of our local businesses and industries, allows to whole-heartedly express my current and continued support of this program. I can attest to the dedication of Both institutions are dedicated to their missions as they strive to provide additional training opportunities to the residents of East Tennessee.

I appreciate your positive consideration for their request.

With best regards,

*Gary Human*

Gary Human  
Regional Director, East Region  
865/210-1333  
[gary.human@tn.gov](mailto:gary.human@tn.gov)



**Cherokee**  
**Millwright**

Affiliated with Southern Industrial Constructors

**An EMCOR Company**

1034 Ross Drive

Maryville, TN 37801

Phone: 865-379-1500 Fax: 865-379-1551

[www.cherokeemillwright.com](http://www.cherokeemillwright.com)

August 21, 2019

Attention: GIVE Grant Selection Committee

I would like to express my support of the GIVE Grant: The Trane Training Program, that is being proposed through a partnership with the Tennessee College of Applied Technology-Knoxville and Alcoa City Schools. This program aims to provide a vital service to not only Blount County residents, but also our East Tennessee workforce development region. The area has a huge need for trained HVAC technicians. The proposal submitted by TCAT-Knoxville and Alcoa City Schools aims to address that need. This program will promote work-based learning opportunities, across the continuum, by fostering career exploration, job shadowing, teacher externships, and student capstone experiences. The program aims to provide a seamless career pathway from Alcoa High School, to TCAT-Knoxville, options for continuing community college education, culminating to aligned careers in the area workforce. In addition to providing career and technical training opportunities to high school students, the proposed partnership would also offer an afterschool adult class to provide training to members of the community. The partnership also aims to address underserved student populations through program promotion to nontraditional, minority, and economically disadvantaged students. Students would be able to attain stackable credentials, including nationally-recognized industry certifications and dual-enrollment credits, that will ultimately culminate into a post-secondary technician certification.

Understanding the needs of local industries, allows me to whole-heartedly express my current and continued support of this program. I can attest to the dedication of both institutions as they strive to provide additional training opportunities to the residents of East Tennessee.

Sincerely,

Dave Bennett  
President

September 4th, 2019

Attention: GIVE Grant Selection Committee

I would like to express my support of the GIVE Grant: *The Trane Training Program*, that is being proposed through a partnership with the Tennessee College of Applied Technology-Knoxville and Alcoa City Schools. This program aims to provide a vital service to not only Blount County residents, but also our East Tennessee workforce development region. The area has a huge need for trained HVAC technicians. The proposal submitted by TCAT-Knoxville and Alcoa City Schools aims to address that need. This program will promote work-based learning opportunities, across the continuum, by fostering career exploration, job shadowing, teacher externships, and student capstone experiences. The program aims to provide a seamless career pathway from Alcoa High School, to TCAT-Knoxville, options for continuing community college education, culminating to aligned careers in the area workforce.

As the Director of Special Education, for Alcoa City Schools, I am excited that the partnership also aims to address underserved student populations through program promotion to special education, nontraditional, minority, and economically disadvantaged students. This would be a fantastic opportunity for our special populations group of students. Our students would be able to attain stackable credentials, including nationally-recognized industry certifications and dual-enrollment credits, that will ultimately culminate into a post-secondary technician certification and a viable career in Blount County.

Please accept my support of this grant proposal. I am excited about this potential training opportunity for our students with disabilities.

Thank you.

Sincerely,

A handwritten signature in cursive script, reading "Mary Beth Warrick". The ink is dark and the signature is fluid, with a large, stylized 'M' and 'W'.

Director of Special Education  
Alcoa City Schools



**KNOXVILLE  
CHAMBER**

**KNOXVILLE  
OAK RIDGE  
INNOVATION VALLEY**

August 29, 2019

Dear GIVE Grant Selection Committee:

The Knoxville Chamber is excited to support the GIVE Grant: *The Trane Training Program*, that is being proposed through a partnership with the Tennessee College of Applied Technology-Knoxville and Alcoa City Schools.

This program aims to provide a vital service to the Knoxville region, which has a significant need for HVAC technicians. The proposal submitted by TCAT-Knoxville and Alcoa City Schools aims to address that need.

This program will promote work-based learning opportunities, across the continuum, by fostering career exploration, job shadowing, teacher externships, and student capstone experiences. The program aims to provide a seamless career pathway from Alcoa High School, to TCAT-Knoxville, options for continuing community college education, culminating to aligned careers in the area workforce.

In addition to providing career and technical training opportunities to high school students, the proposed partnership would also offer an afterschool adult class to provide training to members of the community. The partnership also aims to address underserved student populations through program promotion to nontraditional, minority, and economically disadvantaged students. Students would be able to attain stackable credentials, including nationally recognized industry certifications and dual-enrollment credits, that will ultimately culminate into a post-secondary technician certification.

The Knoxville Chamber, as the administrator of Knoxville-Oak Ridge Innovation Valley, the region's economic development partnership, is pleased to support this application as we work collaborative to drive regional economic prosperity.

Thank you for your consideration.

Sincerely,

Mike Odom  
President, CEO

**Memorandum of  
Understanding  
between  
Tennessee College of Applied Technology – Knoxville  
and  
Alcoa City Schools  
for the  
Governor's Investment in  
Vocational Education Grant**

This Agreement, by and between Tennessee College of Applied Technology – Knoxville, hereinafter referred to as the "Institution or College" and Alcoa City Schools, hereinafter referred to as the "School System" is for the purpose of partnering on a Governor's Investment in Vocational Education grant to provide an HVAC training program for adult and high school students, within Blount and Knox Counties. This program will support the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s) for high school students, provide opportunities for attainment of nationally-recognized industry certifications, and work-based learning experiences across the K-12 spectrum, as further defined in the "SCOPE OF SERVICES."

**OVERVIEW**

In accordance with the guidelines set forth by the Tennessee Board of Regents (TBR), the Tennessee Higher Education Commission (THEC), and the procedures established by TCAT Knoxville, we, the Institution, do hereby enter into this Agreement to provide an HVAC training program of study to eligible adult and high school students, within Knox and Blount Counties, and will provide the opportunity to earn both TCAT (clock hours) and high school graduation credits simultaneously upon successful completion of qualified course(s), opportunities to sit for nationally-recognized industry certifications, and opportunities for eligible students to participate in work-based learning experiences. Such agreement is in accordance with Tennessee Board of Regents Policy 2:03:00:00.

High school students, eligible for dual enrollment, must be enrolled as 11<sup>th</sup>, or 12<sup>th</sup> grade students in a Tennessee public or nonpublic secondary school, or in a home education program.

Students may enroll in the program/course based on the program/course's specific placement requirements as determined by the College. Enrollment must be in a dual enrollment course that leads to a certificate or diploma.

Students must submit to the Student Services Office:

- A completed application for admission signed by the student

High school students enrolled in the dual enrollment program must maintain a cumulative GPA or numeric grade of at least 80.5 in the College course(s) in order to register for subsequent College course(s). Exceptions must be submitted in writing to the TCAT Knoxville Coordinator of Student Services. Continuation of students with Individualized Education Programs (IEPs) will be evaluated according to progress and conduct standards established by the IEP policies. All high school students will be required to maintain satisfactory attendance and conduct. Failure of a student to comply with the College rules and regulations may lead to termination from the program.

All costs associated with dual-enrollment in college courses shall be the responsibility of the high school, student, or his/her parent or legal guardian.

Students may be eligible for the Tennessee Lottery Dual Enrollment Grant and may complete an application online through the Tennessee Student Assistance Corporation (TSAC) within the appropriate time frame.

A. RESPONSIBILITIES OF THE PARTIES

A.1 The College:

- Utilize GIVE grant funds to secure Trane HVAC training equipment, tools, and installation at each site and ensure that equipment is up-to-date to industry standards
- Utilizing GIVE grant funds, will perform a search and conduct the hiring process for a qualified faculty member(s) or adjunct faculty to teach the course(s) and sustain this position(s) beyond the 30-month grant period
- Will ensure that the instructor completes required TDOE work-based learning training.
- Will assist in the cost of consumable supplies and materials for the program.
- Participate in GIVE grant advisory committee meetings, providing implementation status and ongoing updates surrounding the program and budget expenditures.
- Provide a high school dual enrollment counselor, within the first twelve months of the program, in order to ensure smooth implementation and facilitation of the new program.
- Will participate in secondary outreach efforts in order to promote and provide information on the program to students, parents, industry partners, and the community.
- Will assist the school district in facilitating work-based learning experiences for students.
- Will perform industry outreach for the purpose of engaging new program partners
- Will provide a mandatory orientation session on the main campus for all adjunct faculty.
- Reserves the right to schedule an observation of the class by the Director or Director's Designee at any time to ensure that College-level outcomes are met.
- Will conduct periodic performance reviews of all faculty, and reserves the right to refuse reappointment of any instructor who does not meet College standards of instruction.
- Will award College credit for each course successfully completed.
- Will share data, specific to each high school student, within the program, with the partnering school system.
- Will provide the School System with available training slots prior to high school student registration for each semester. Any slots not utilized by the high school will be available to other feeder high schools in the service area on a first-come, first-served basis.
- Will adhere to the School System standard operating procedures for the reservation and utilization of school equipment located on the high school campus.
- Reserves its right to approve science and computer laboratories and equipment as appropriate and compatible for delivery of a course.
- Will make effort to coordinate course delivery with the needs of the high school.
- Maintains its right to cancel any class with enrollment insufficient to cover expenses.

A.2. The School System designee shall:

- Provide space for the training program, on the Alcoa City School District campus for the purpose of high school day classes and adult night classes in the HVAC training program during the school year and summer months.
- Provide utilities and custodial services for the training program.
- Will assist with the cost of consumable supplies and materials for the training program.
- Will provide access to a computer lab and internet access for classes held on the school system campus.
- Will share student data, specific to this program, including industry certification attainment.
- Will provide accident insurance coverage for students participating in work-based learning experiences.
- Will award high school graduation credit(s) for each college course successfully completed.
- Assist the post-secondary institution with work-based learning program facilitation.

- Provide appropriate classroom space and instructional equipment for classes offered on site.
- Provide required student textbooks to the College for student use during scheduled class time; students will be required to provide personal items (i.e., workbooks, supplies, etc.) necessary for the training area.
- Participate in GIVE grant advisory committee meetings, providing implementation status and ongoing updates surrounding the program and budget expenditures.
- Will participate in outreach efforts in order to promote and provide information on the program to students, parents, industry partners, and the community.
- Will assist the college in facilitating work-based learning experiences for students.
- Will perform industry outreach for the purpose of engaging new program partners
- Will provide a mandatory orientation session on the school campus for all program faculty.
- Will provide opportunities for faculty professional development.
- Pursuant to 0520-1-3-.06(4) (c) 1. of Tennessee Board of Education Rules, Regulations, and Minimum Standards for the Governance of Tennessee Public School (1994), retain the right to observe and supervise instruction, which is conducted in the high school during regular school hours.

A.3. The College and the School System shall:

- Designate a duly responsible coordinator to provide oversight of details and distribute general program information and necessary forms to students.
- Jointly determine the course(s) to be offered, subject to College staffing and scheduling limitations. Start and end dates for terms will follow the Tennessee Board of Regents common calendar dates.
- Agree to follow the college academic calendar for all courses offered. Any exceptions must be approved by the college.
- Provide appropriate information to the Students regarding Dual Enrollment Lottery Grant and upcoming GIVE Act.

#### AGREEMENT TERM:

- B.1. Term. This Agreement shall be effective for the period commencing on November 1st, 2019 and ending on April 30th, 2022, contingent on grant award date.
- B.2. Term Extension. The Institution reserves the right to extend this Agreement for an additional period or periods of time representing increments of no more than one year and a total term of no more than five years, provided that the Institution notifies the School System, in writing, of its intention to do so at least thirty days prior to the Agreement expiration date. An extension of the term of this Agreement will be effected through an amendment to the Agreement. If any extension of the Agreement necessitates additional funding, the increase in the College's maximum liability will also be effected through an amendment to the Agreement.

#### C. FACULTY

- C.1. Instructors for the dual enrollment classes shall be subject to the approval of both Parties and will adhere to College policies regarding academic standards and documentation of attendance and grades.
- C.2. In the event the instructor is provided and compensated by the College, such compensation will be based upon applicable College policies as to College faculty. (This includes instructors from other higher education institutions on dual services agreements)
- C.3. In the event the instructor is provided and directly compensated by the School System, such compensation will be based upon applicable School System policies and no funds shall be due from the College.

#### D. TERMS AND CONDITIONS:

- D.1. Required Approvals. The Institution is not bound by this Agreement until it is approved by the appropriate officials in accordance with applicable Tennessee laws and regulations as shown on the signature page of this Agreement.
- D.2. Modification and Amendment. This Agreement may be modified only by a written amendment executed by all parties hereto and approved by the appropriate officials.
- D.3. Performance. The Institution reserves the right to replace/request School System to replace any instructor for non-performance and/or violation of College policies and guidelines.
- D.4. Termination. Either party may terminate this Agreement with or without cause for any reason. Either party shall provide the other at least ninety (90) days written notice before the effective termination date. Termination shall not be effective until the end of the academic year then in progress.
- D.5. Nondiscrimination. The School System hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the School System on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The School System shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.



- D.6. State and Federal Compliance. The School System shall comply with all applicable State and Federal laws and regulations, including without limitation with the Family Educational Rights and Privacy Act (FERPA) and Institution policies and guidelines in the performance of this Contract. The School System agrees that its officers, employees and agents will use personally identifiable information from an education record disclosed pursuant to this Agreement only for the purposes for which the disclosure was made and not for any other purpose. The personally identifiable information may not be disclosed or re-disclosed by either Party to any but the other Party without prior written consent of the student or as otherwise permitted by the Agreement.
- D.7. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
- D.8. Severability. If any terms or conditions of this Agreement are held to be invalid or unenforceable as a matter of law, the other terms and conditions hereof shall not be affected thereby and shall remain in full force and effect. To this end, the terms and conditions of this Agreement are declared severable.
- D.9. Communications and Contacts.

The Institution:

Kelli Chaney, President  
Tennessee College of Applied Technology – Knoxville  
1100 Liberty Street  
Knoxville, TN 37919  
(865) 546-5567  
(865) 971-4474 fax

The School System:

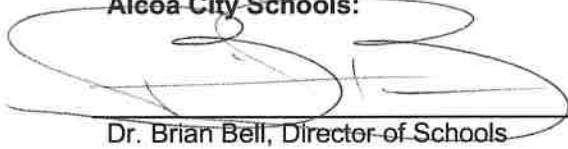
Dr. Brian Bell, Director of Schools  
Alcoa City Schools  
524 Faraday St.  
Alcoa, TN 37701  
(865) 984-0531

- D.10. Relationship of the Parties. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.
- D.11. Liability. Institution is a public institution of higher education and a member of the State University and Community College System of Tennessee governed by the Tennessee Board of Regents. As a state entity, its liability arising from performance under this agreement shall be subject to and limited to those rights and remedies, if any, available under T. C. A. §§ 9-8-101 through 9-8-407. The School System is a political subdivision of the state and, as, such its liability for injuries which may result from its performance under this agreement shall be subject to and limited to those rights and remedies, if any, available under the Tennessee Governmental Tort Liability Act, §§ T. C. A. 29-20-201, et seq.

Each party shall be solely liable for payment of its portion of all claims, liability, costs, expenses, demands, settlements, or judgments resulting from action or omissions of itself or those for whom it is legally responsible, relating to or arising under this Agreement.

IN WITNESS WHEREOF:

**Alcoa City Schools:**

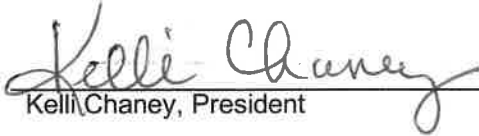
A large, stylized handwritten signature in black ink, appearing to be 'DB', written over a horizontal line.

Dr. Brian Bell, Director of Schools

Date

8/27/19

**Tennessee College of Applied Technology – Knoxville**

A handwritten signature in black ink that reads 'Kelli Chaney', written over a horizontal line.

Kelli Chaney, President

Date

8/27/19



Memorandum of Understanding  
Between

Pellissippi State Community College and Tennessee College of Applied Technology Knoxville

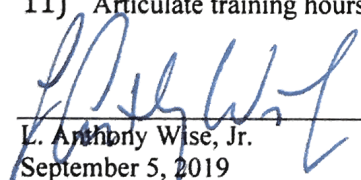
**Whereas**, Pellissippi State Community College (Pellissippi State) and Tennessee College of Applied Technology Knoxville (TCAT) are developing a regional Collaborative that includes higher education, area employers, economic development and workforce agencies, and local/regional K-12 systems. Each College will lead any of their respective Governor's Investment in Vocational Education (GIVE) grant proposals that are awarded to address local/regional workforce needs and skills gaps in local workforce.

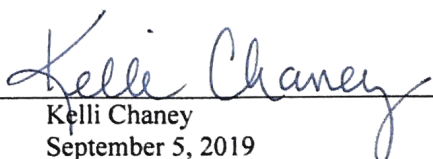
**Whereas**, both Pellissippi State and TCAT recognize that business engagement in the education and training of workers is key to successful labor market outcomes, and that long-term sustainability planning for successful initiatives and interventions is critical and will continue to serve the community beyond the grant period.

**Whereas**, Pellissippi State and TCAT are signing a memorandum of understanding outlining roles and responsibilities of each organization and partnering to demonstrate interest and capacity for GIVE grant program participation in order to: 1) enhance, expand, and/or develop academic programs that create viable educational and career pathways that lead to industry-recognized credentials, employment, and career advancement; 2) develop and implement a collaborative, meaningful, and structured continuum of work-based learning (WBL) experiences, including development and/or expansion of internships, co-ops, apprenticeships, and externships; 3) develop/expand industry recognized certification preparation and attainment; and 4) contribute to the Drive to 55 initiative by aligning training and program goals with postsecondary credentials 5) promote technical education to all ages through the Remake Learning Days Knoxville region lead by TCAT Knoxville.

**Now Therefore, Pellissippi State**, agrees to collaborate in the following ways with TCAT for any awarded GIVE grant project proposal/s:

- 1) Collaborate on the planning, development, and implementation of the project
- 2) Collaborate with partners to plan activities and monitor achievement of measureable project outcomes
- 3) Participate in the Collaborative partner's committee meetings
- 4) Work with project partners to plan and organize a continuum of Work-Based Learning experiences, including industry experiences, internships, co-ops, apprenticeships, and externships and
- 5) Assist with the development and implementation of the GIVE grant Work-Based Learning continuum in areas of: Career awareness, Career exploration, Career preparation and Career training
- 6) Work as partners to prepare students with academic and other workplace readiness skills
- 7) Work to develop and conduct outreach services and recruit students to higher education programs and appropriate disciplines
- 8) Work with Collaborative partners to align and map education/training program curriculum and credentialing requirements to industry standards and needs
- 9) Work with partners to develop a framework by which GIVE grant project initiatives will be evaluated and sustained
- 10) Participate in the new collaborative Remake Learning Days Knoxville to educate and engage our community through hands-on-learning events for all ages
- 11) Articulate training hours into related programs toward associate degrees, diplomas and certifications

  
L. Anthony Wise, Jr.  
September 5, 2019  
President, Pellissippi State

  
Kelli Chaney  
September 5, 2019  
President, TCAT Knoxville

# Memorandum of Understanding

Between

East Tennessee HVAC

And

Alcoa City Schools

This agreement is made this 27<sup>th</sup> day of August between Alcoa City Schools, a public institution which is located at 524 Faraday Street, Alcoa, TN 37701. and East Tennessee HVAC located at 7808 Asheville Highway, Knoxville, TN 37924

In the spirit of friendship and with mutual interest in cooperation, Alcoa City Schools and East Tennessee HVAC enter into this Memorandum of Understanding (MOU) to promote joint educational and business collaboration and agree as follows:

## ARTICLE 1: SCOPE OF COLLABORATION

1.1 Areas of collaboration may be proposed by either institution and may include, but are not limited to:

[SELECT THOSE PERTINENT TO YOUR PARTNERSHIP. POSSIBILITIES INCLUDE, BUT ARE NOT LIMITED TO, THOSE LISTED BELOW]

- Sharing or creation of educational materials and resources
- Donation of equipment and/or supplies as available
- Participating in K-12 career awareness activities, which may include serving as guest speakers, participating in virtual field trips, and participating in career days
- Providing capstone work-based learning experiences, either paid or unpaid, for high school students
- Providing program advisement
- Providing teacher externships, tours, or other awareness opportunities
- Supporting the high school work ethic diploma by providing at least a first interview, but no guarantee of employment, to students who meet the criteria set forth in the work ethic diploma
- Participating in Remake Learning Career Exploration Days, through either hosting or sponsoring an event. Remake Learning Days consist of hands-on

activities, throughout the community, that involve parents and students in STEM and career exploration experiences

- Promote HVAC program to other industries, parents, and/or members of the community
- Provide company representation on postsecondary and/or secondary school advisory committee (two annual meeting)

1.2 Any specific activity developed under this MOU will describe the scope of the proposed activity, intended outcomes, budget, and responsible departments or individuals.

1.3 All activities shall be subject to the availability of funds and the approval of each institution's authorized representatives.

## ARTICLE 2: DURATION AND EVALUATION

2.1 This MOU shall be in effect for a period of 30 months from the beginning date of the GIVE grant award announcement. Either party may request termination of this agreement, in writing, ninety (90) days prior to the proposed termination date. Any activities in progress at the time of termination shall be permitted to conclude as planned unless otherwise agreed in writing.

2.2 A joint evaluation of the MOU will be initiated by the designated representatives six (6) months prior to the grant end date. Following the evaluation, the MOU may be renewed and resigned for an additional five (5) year period.

2.3 Amendments to this MOU may be requested, in writing, by either party and approved by the authorized signatories.

## ARTICLE 3: NON-DISCRIMINATION

The parties agree not to discriminate on the basis of religion, race, creed, national or ethnic origin, sex, age, handicap, political affiliation, sexual orientation, disability, or status as a veteran.

## ARTICLE 4: COMPLIANCE WITH LAW

The parties specifically intend to comply with all applicable laws, rules and regulations as they may be amended from time to time. If any part of this Agreement is determined to violate federal, state, or local laws, rules, or regulations, the parties agree to negotiate in good faith revisions to any such provisions. If the parties fail to agree within a reasonable time to revisions required to bring the entire Agreement into compliance,

either party may terminate this Agreement upon thirty (30) days prior written notice to the other party.

## ARTICLE 5: FERPA

The parties acknowledge that information (if any) received from Alcoa City Schools regarding students may be protected by the Family Educational Rights and Privacy Act "FERPA", and agrees to use such information only for the purpose for which it was disclosed and not to make it available to any third party without first obtaining the Student's written consent. For the purposes of this Agreement, Home Institution shall be deemed to be a "school official."

For East Tennessee HVAC

  
Company Representative

DATE: 8.27.2019

For Alcoa City Schools

  
CTE Director Signature

DATE: 8-27-2019

# Memorandum of Understanding

Between

Pyramid Industrial

And

Alcoa City Schools

This agreement is made this 17<sup>th</sup> day of August between Alcoa City Schools, a public institution which is located at 524 Faraday Street, Alcoa, TN 37701. and Pyramid Industrial located at 7808 Asheville Highway, Knoxville, TN 37924

In the spirit of friendship and with mutual interest in cooperation, Alcoa City Schools and Pyramid Industrial enter into this Memorandum of Understanding (MOU) to promote joint educational and business collaboration and agree as follows:

## ARTICLE 1: SCOPE OF COLLABORATION

1.1 Areas of collaboration may be proposed by either institution and may include, but are not limited to:

[SELECT THOSE PERTINENT TO YOUR PARTNERSHIP. POSSIBILITIES INCLUDE, BUT ARE NOT LIMITED TO, THOSE LISTED BELOW]

- Sharing or creation of educational materials and resources
- Donation of equipment and/or supplies as available
- Participating in K-12 career awareness activities, which may include serving as guest speakers, participating in virtual field trips, and participating in career days
- Providing capstone work-based learning experiences, either paid or unpaid, for high school students
- Providing program advisement
- Providing teacher externships, tours, or other awareness opportunities
- Supporting the high school work ethic diploma by providing at least a first interview, but no guarantee of employment, to students who meet the criteria set forth in the work ethic diploma
- Participating in Remake Learning Career Exploration Days, through either hosting or sponsoring an event. Remake Learning Days consist of hands-on

activities, throughout the community, that involve parents and students in STEM and career exploration experiences

- Promote HVAC program to other industries, parents, and/or members of the community
- Provide company representation on postsecondary and/or secondary school advisory committee (two annual meeting)

1.2 Any specific activity developed under this MOU will describe the scope of the proposed activity, intended outcomes, budget, and responsible departments or individuals.

1.3 All activities shall be subject to the availability of funds and the approval of each institution's authorized representatives.

## ARTICLE 2: DURATION AND EVALUATION

2.1 This MOU shall be in effect for a period of 30 months from the beginning date of the GIVE grant award announcement. Either party may request termination of this agreement, in writing, ninety (90) days prior to the proposed termination date. Any activities in progress at the time of termination shall be permitted to conclude as planned unless otherwise agreed in writing.

2.2 A joint evaluation of the MOU will be initiated by the designated representatives six (6) months prior to the grant end date. Following the evaluation, the MOU may be renewed and resigned for an additional five (5) year period.

2.3 Amendments to this MOU may be requested, in writing, by either party and approved by the authorized signatories.

## ARTICLE 3: NON-DISCRIMINATION

The parties agree not to discriminate on the basis of religion, race, creed, national or ethnic origin, sex, age, handicap, political affiliation, sexual orientation, disability, or status as a veteran.

## ARTICLE 4: COMPLIANCE WITH LAW

The parties specifically intend to comply with all applicable laws, rules and regulations as they may be amended from time to time. If any part of this Agreement is determined to violate federal, state, or local laws, rules, or regulations, the parties agree to negotiate in good faith revisions to any such provisions. If the parties fail to agree within a reasonable time to revisions required to bring the entire Agreement into compliance,

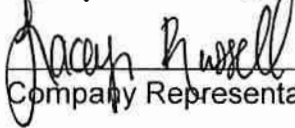


either party may terminate this Agreement upon thirty (30) days prior written notice to the other party.

## ARTICLE 5: FERPA

The parties acknowledge that information (if any) received from Alcoa City Schools regarding students may be protected by the Family Educational Rights and Privacy Act "FERPA", and agrees to use such information only for the purpose for which it was disclosed and not to make it available to any third party without first obtaining the Student's written consent. For the purposes of this Agreement, Home Institution shall be deemed to be a "school official."

For Pyramid Industrial



Company Representative

DATE: 8.27.2019

For Alcoa City Schools



CTE Director Signature

DATE: 8-27-19

# Memorandum of Understanding

Between

The Blount Partnership

And

Alcoa City Schools

This agreement is made this 26 day of August between Alcoa City Schools, a public institution which is located at 524 Faraday Street, Alcoa, TN 37701. and The Blount Partnership located at 201 S. Washington Street, Maryville, TN 37804

In the spirit of friendship and with mutual interest in cooperation, Alcoa City Schools and The Blount Partnership enter into this Memorandum of Understanding (MOU) to promote joint educational and business collaboration and agree as follows:

## ARTICLE 1: SCOPE OF COLLABORATION

1.1 Areas of collaboration may be proposed by either institution and may include, but are not limited to:

[SELECT THOSE PERTINENT TO YOUR PARTNERSHIP. POSSIBILITIES INCLUDE, BUT ARE NOT LIMITED TO, THOSE LISTED BELOW]

- Participating in and/or promoting K-12 career awareness activities, which may include serving as guest speakers, promoting and/or participating in virtual field trips, and promoting and/or participating in career days
- Providing program advisement
- Promoting Remake Learning Career Exploration Days, through encouraging partners to either host or sponsor an event. Remake Learning Days consist of hands-on activities, throughout the community, that involve parents and students in STEM and career exploration experiences
- Promote HVAC program to other industries, parents, and/or members of the community
- Provide company representation on postsecondary and/or secondary school advisory committee (two annual meetings)
- As needed, serve as a host site for CTE and industry advisory committee meetings.

- Providing updates regarding workforce development needs and trends.

1.2 Any specific activity developed under this MOU will describe the scope of the proposed activity, intended outcomes, budget, and responsible departments or individuals.

1.3 All activities shall be subject to the availability of funds and the approval of each institution's authorized representatives.

## ARTICLE 2: DURATION AND EVALUATION

2.1 This MOU shall be in effect for a period of 30 months from the beginning date of the GIVE grant award announcement. Either party may request termination of this agreement, in writing, ninety (90) days prior to the proposed termination date. Any activities in progress at the time of termination shall be permitted to conclude as planned unless otherwise agreed in writing.

2.2 A joint evaluation of the MOU will be initiated by the designated representatives six (6) months prior to the grant end date. Following the evaluation, the MOU may be renewed and resigned for an additional five (5) year period.

2.3 Amendments to this MOU may be requested, in writing, by either party and approved by the authorized signatories.

## ARTICLE 3: NON-DISCRIMINATION

The parties agree not to discriminate on the basis of religion, race, creed, national or ethnic origin, sex, age, handicap, political affiliation, sexual orientation, disability, or status as a veteran.

## ARTICLE 4: COMPLIANCE WITH LAW

The parties specifically intend to comply with all applicable laws, rules and regulations as they may be amended from time to time. If any part of this Agreement is determined to violate federal, state, or local laws, rules, or regulations, the parties agree to negotiate in good faith revisions to any such provisions. If the parties fail to agree within a reasonable time to revisions required to bring the entire Agreement into compliance, either party may terminate this Agreement upon thirty (30) days prior written notice to the other party.

## ARTICLE 5: FERPA

The parties acknowledge that information (if any) received from Alcoa City Schools regarding students may be protected by the Family Educational Rights and Privacy Act

"FERPA", and agrees to use such information only for the purpose for which it was disclosed and not to make it available to any third party without first obtaining the Student's written consent. For the purposes of this Agreement, Home Institution shall be deemed to be a "school official."

For: The Blount Partnership

*Bryan F. Daniels*

DATE: August 26, 2019

For: Alcoa City Schools

*Patty Thomas*

Director

DATE: 8-26-19

# Memorandum of Understanding

Between

Knoxville Chamber

And

Alcoa City Schools

This agreement is made this 29 day of August between Alcoa City Schools, a public institution which is located at 524 Faraday Street, Alcoa, TN 37701 and The Knoxville Chamber located at 17 Market Square, Knoxville, TN 37902.

In the spirit of friendship and with mutual interest in cooperation, Alcoa City Schools and The Knoxville enter into this Memorandum of Understanding (MOU) to promote joint educational and business collaboration and agree as follows:

## ARTICLE 1: SCOPE OF COLLABORATION

1.1 Areas of collaboration may be proposed by either institution and may include, but are not limited to:

[SELECT THOSE PERTINENT TO YOUR PARTNERSHIP. POSSIBILITIES INCLUDE, BUT ARE NOT LIMITED TO, THOSE LISTED BELOW]

- **Participating in and/or promoting K-12 career awareness activities, which may include serving as guest speakers, promoting and/or participating in virtual field trips, and promoting and/or participating in career days**
- Providing program advisement
- **Promoting Remake Learning Career Exploration Days, through encouraging partners to either host or sponsor an event. Remake Learning Days consist of hands-on activities, throughout the community, that involve parents and students in STEM and career exploration experiences**
- **Promote HVAC program to other industries, parents, and/or members of the community**
- Provide company representation on postsecondary and/or secondary school advisory committee (two annual meeting)
- **As needed, serve as a host site for CTE and industry advisory committee meetings.**

- **Providing updates regarding workforce development needs and trends.**

1.2 Any specific activity developed under this MOU will describe the scope of the proposed activity, intended outcomes, budget, and responsible departments or individuals.

1.3 All activities shall be subject to the availability of funds and the approval of each institution's authorized representatives.

## **ARTICLE 2: DURATION AND EVALUATION**

2.1 This MOU shall be in effect for a period of 30 months from the beginning date of the GIVE grant award announcement. Either party may request termination of this agreement, in writing, ninety (90) days prior to the proposed termination date. Any activities in progress at the time of termination shall be permitted to conclude as planned unless otherwise agreed in writing.

2.2 A joint evaluation of the MOU will be initiated by the designated representatives six (6) months prior to the grant end date. Following the evaluation, the MOU may be renewed and resigned for an additional five (5) year period.

2.3 Amendments to this MOU may be requested, in writing, by either party and approved by the authorized signatories.

## **ARTICLE 3: NON-DISCRIMINATION**

The parties agree not to discriminate on the basis of religion, race, creed, national or ethnic origin, sex, age, handicap, political affiliation, sexual orientation, disability, or status as a veteran.

## **ARTICLE 4: COMPLIANCE WITH LAW**

The parties specifically intend to comply with all applicable laws, rules and regulations as they may be amended from time to time. If any part of this Agreement is determined to violate federal, state, or local laws, rules, or regulations, the parties agree to negotiate in good faith revisions to any such provisions. If the parties fail to agree within a reasonable time to revisions required to bring the entire Agreement into compliance, either party may terminate this Agreement upon thirty (30) days prior written notice to the other party.

## **ARTICLE 5: FERPA**

The parties acknowledge that information (if any) received from Alcoa City Schools regarding students may be protected by the Family Educational Rights and Privacy Act

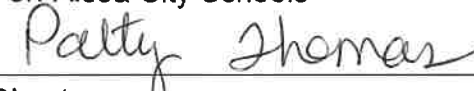
"FERPA", and agrees to use such information only for the purpose for which it was disclosed and not to make it available to any third party without first obtaining the Student's written consent. For the purposes of this Agreement, Home Institution shall be deemed to be a "school official."

For: The Knoxville Chamber

  
\_\_\_\_\_

DATE: 8/29/19

For: Alcoa City Schools

  
\_\_\_\_\_  
Director

DATE: 8/29/19

Appendix  
Section 7  
Post-secondary Articulation Agreements



Current dual enrollment agreement between TCAT Knoxville and Alcoa City Schools for Industrial Maintenance. The HVAC Dual Enrollment agreement will mimic this document.

**Dual Enrollment Agreement  
Between  
Tennessee College of Applied Technology Knoxville  
and  
Alcoa City Schools  
For 2019-2020 Academic Year**

This Agreement, by and between Tennessee College of Applied Technology Knoxville hereinafter referred to as the College and Alcoa City Schools, hereinafter referred to as the Board of Education/High School/Board of Education/High School/School System is for the purpose of providing eligible high school students the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s), as further defined in the "SCOPE OF SERVICES."

**OVERVIEW**

In accordance with the guidelines set forth by the Tennessee Board of Regents (TBR), the Tennessee Higher Education Commission (THEC), and the procedures established by Tennessee College of Applied Technology Knoxville, we, the Institution, do hereby enter into this Agreement to provide eligible high school students the opportunity to earn both TCAT (clock hours) and high school graduation credits simultaneously upon successful completion of qualified course(s). Such agreement is in accordance with Tennessee Board of Regents Policy 2:03:00:00.

Qualified programs/courses are those listed in the current TCAT-Knoxville catalog which use the program/course syllabus, including outcomes and requirements, and text and materials approved by the respective College.

Eligible students must be enrolled as 11<sup>th</sup> or 12<sup>th</sup> grade students in a Tennessee public or nonpublic secondary school, or in a home education program.

Students may enroll in a specific program/course based on the program/course's specific placement requirements as determined by the College. Enrollment must be in dual enrollment course that lead to a certificate or diploma.

Students must submit to the Student Services Department:

- A completed application for admission signed by the student;
- Required signatures from student and parent or legal guardian.

High school students enrolled in the dual enrollment program must maintain a numeric grade of at least **81** in the College course(s) in order to register for subsequent College course(s). Exceptions must be submitted in writing to the College's Student Services Department.

All costs associated with enrollment in college courses shall be the responsibility of the school, student, or his/her parent or legal guardian.

Students may be eligible for the Tennessee Lottery Dual Enrollment Grant and may complete an application online through the Tennessee Student Assistance Corporation (TSAC) within the appropriate time frame.

A. RESPONSIBILITIES OF THE PARTIES

A.1 The College:

- Is responsible for ensuring qualified faculty or adjunct faculty teach the course(s).
- Will provide a mandatory orientation session on the main campus for all adjunct faculty.
- Reserves the right to schedule an observation of the class by the President or President's Designee at any time to ensure that College-level outcomes are met.
- Will conduct periodic performance reviews of all faculty, and reserves the right to refuse reappointment of any instructor who does not meet College standards of instruction.
- Will award College credit for each course successfully completed.
- Will adhere to the Board of Education/High School/Board of Education/High School/School System standard operating procedures for the reservation and utilization of school equipment.
- Reserves its right to approve science and computer laboratories and equipment as appropriate and compatible for delivery of a course.
- Will make effort to coordinate course delivery with the needs of the high school.
- Maintains its right to cancel any class with enrollment insufficient to cover expenses.

A.2. The Board of Education/High School/Board of Education/High School/School System designee shall:

- Award high school graduation credit(s) for each college course successfully completed.
- Provide appropriate classroom space and instructional equipment for classes offered on site.
- Pursuant to 0520-1-3-.06(4) (c) 1. of Tennessee Board of Education Rules, Regulations, and Minimum Standards for the Governance of Tennessee Public School (1994), retain the right to observe and supervise instruction, which is conducted in the high school during regular school hours.

A.3. The College and the Board of Education/High School/Board of Education/High School/School System shall:

- Designate a duly responsible coordinator to provide oversight of details and distribute general program information and necessary forms to students.
- Jointly determine the course(s) to be offered, subject to College staffing and scheduling limitations. Start and end dates for terms will follow the Tennessee Board of Regents common calendar dates.
- Agree to follow the college academic calendar for all courses offered. Any exceptions must be approved by the college.
- Provide appropriate information to the Students regarding Dual Enrollment Lottery Grant.
- Provide appropriate information to the student regarding the Dual Enrollment Lottery Grant.

AGREEMENT TERM:

- B.1. Term. This Agreement shall be effective for the period commencing on July 1, 2019 and ending on June 30, 2020

- B.2. Term Extension. The Institution reserves the right to extend this Agreement for an additional period or periods of time representing increments of no more than one year and a total term of no more than 2 years, provided that the Institution notifies the Board of Education/High School/Board of Education/High School/School System , in writing, of its intention to do so at least 30 days prior to the Agreement expiration date. An extension of the term of this Agreement will be effected through an amendment to the Agreement. If any extension of the Agreement necessitates additional funding, the increase in the College's maximum liability will also be effected through an amendment to the Agreement.

C. FACULTY

- C.1. Instructors for the dual enrollment classes shall be subject to the approval of both Parties and will adhere to College policies regarding academic standards and documentation of attendance and grades.
- C.2. In the event the instructor is provided and compensated by the College, such compensation will be based upon applicable College policies as to College faculty. (This includes instructors from other higher education institutions on dual services agreements)
- C.3. In the event the instructor is provided and directly compensated by the Board of Education/High School/Board of Education/High School/School System, such compensation will be based upon applicable Board of Education/High School/Board of Education/High School/School System policies. The College shall reimburse the Board of Education/High School/Board of Education/High School/School System based upon the College's applicable policies as to adjunct faculty. In no event shall the maximum liability of the College for such reimbursement exceed [Fifteen Hundred Dollars] [\$1,500]. The maximum liability shall not be subject to escalation for any reason unless this Agreement is amended. If any extension of the Agreement necessitates additional funding, the increase in the College's maximum liability will also be effected through an amendment to the Agreement.

D. TERMS AND CONDITIONS:

- D.1. Required Approvals. The Institution is not bound by this Agreement until it is approved by the appropriate officials in accordance with applicable Tennessee laws and regulations as shown on the signature page of this Agreement.
- D.2. Modification and Amendment. This Agreement may be modified only by a written amendment executed by all parties hereto and approved by the appropriate officials.
- D.3. Performance. The Institution reserves the right to replace/request the Board of Education/High School/Board of Education/High School/School System to replace any instructor for non-performance and/or violation of College policies and guidelines.
- D.4. Termination. Either party may terminate this Agreement with or without cause for any reason. Either party shall provide the other at least ninety (90) days written notice before the effective termination date. Termination shall not be effective until the end of the academic year then in progress.
- D.5. Nondiscrimination. The Board of Education/High School/Board of Education/High School/School System hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Board of Education/High School/Board of Education/High School/School System on the

grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Board of Education/High School/Board of Education/High School/School System shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.

- D.6. State and Federal Compliance. The Board of Education/High School/Board of Education/High School/School System shall comply with all applicable State and Federal laws and regulations, including without limitation with the Family Educational Rights and Privacy Act (FERPA) and Institution policies and guidelines in the performance of this Contract. The Board of Education/High School/Board of Education/High School/School System agrees that its officers, employees and agents will use personally identifiable information from an education record disclosed pursuant to this Agreement only for the purposes for which the disclosure was made and not for any other purpose. The personally identifiable information may not be disclosed or re-disclosed by either Party to any but the other Party without prior written consent of the student or as otherwise permitted by the Agreement.
- D.7. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.
- D.8. Severability. If any terms or conditions of this Agreement are held to be invalid or unenforceable as a matter of law, the other terms and conditions hereof shall not be affected thereby and shall remain in full force and effect. To this end, the terms and conditions of this Agreement are declared severable.
- D.9. Communications and Contacts.

The Institution:  
Patrick Wade, Vice President  
Tennessee College of Applied Technology Knoxville  
1100 Liberty Street, Knoxville, TN 37919  
(865) 546-5567  
(865) 971-4474


The Board of Education/High School/Board of Education/High School/School System:  
Ms. Patty Thomas, CTE Director  
Alcoa City Schools  
524 Faraday Street  
Alcoa, TN 37701  
(865) 984-0531  
(865) 984-5832 Fax

- D.10. Relationship of the Parties. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.
- D.11. Liability. Institution is a public institution of higher education and a member of the State University and Community College System of Tennessee governed by the Tennessee Board of Regents. As a state entity, its liability arising from performance under this agreement shall be subject to and limited to those rights and remedies, if any, available under T. C. A. §§ 9-8-101 through 9-8-407. The Board of Education/High School/Board of Education/High School/School System is a political subdivision of the state and, as, such its liability for injuries which may result from its performance under this agreement shall be subject to and limited to those rights and remedies, if any, available under the Tennessee Governmental Tort Liability Act, §§ T. C. A. 29-20-201, et seq.

Each party shall be solely liable for payment of its portion of all claims, liability, costs, expenses, demands, settlements, or judgments resulting from action or omissions of itself or those for whom it is legally responsible, relating to or arising under this Agreement.

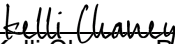
IN WITNESS WHEREOF:

**Alcoa City Schools**

DocuSigned by:  
  
Dr. Brian Bell, Director of Schools

2019-08-07 | 8:25 AM CDT  
**Date**

**Tennessee College of Applied Technology Knoxville**

DocuSigned by:  
  
Kelli Chaney, President

2019-08-06 | 9:28 PM CDT  
**Date**

**Tennessee Board of Regents:**

DocuSigned by:  
  
Chancellor

DS  


2019-08-08 | 7:51 AM CDT  
**Date**

Current Local Dual Credit Agreement with Pellissippi State Community College . Awards 3 hours of local dual credit for students who complete the OSHA 10 and Precision Measurement Instrument certifications.

## Pellissippi State Community College

### Dual Credit Agreement

*PSCC ENST 1350-new course (MET 2111-old course) and  
Alcoa High School OSHA 10 and NIMS 100 Certification*

Courses offered through dual credit enable high schools students to attain content mastery and earn college-level credit through one or more secondary courses that meet Pellissippi State Community College (PSCC) course requirements. Equivalent learning outcomes are ensured by an agreed upon Program of Study that should directly align both the secondary and postsecondary course competencies. High school students will receive college-level credit by passing an end-of-course assessment either developed or approved by PSCC. Students are eligible to receive postsecondary credit at PSCC for up to one year beyond high school graduation.

The instructors and staff at Alcoa High School hereby agree to the Program of Study requirements for dual credit in *ENST 1350/MET2111* with Pellissippi State Community College.

The high school agrees to teach students the required course competencies as determined by PSCC. Students that meet the Program of Study requirements and successfully complete the Pellissippi State approved assessment will be awarded **3 credit hours** of college-level credit at PSCC upon enrollment within one year of graduation from high school. This agreement will remain in effect for five years from the agreement signature date unless otherwise noted. PSCC reserves the right to make changes/additions to this agreement at any time as deemed appropriate.

The High School course title(s) with SDE course numbers listed below are being taught to meet the Program of Study requirement that includes *OSHA 10 and NIMS 100 Certification*.

1. Mechatronics (Advanced Mfg) or
2. STEM- Engineering or
3. STEM- Education

Signed: Patty Thomas (CTE Director/Principal or Director of Schools)

Date: 12-14-17

Signed: [Signature] (Pellissippi State Community College President)

Date: [Signature]

Please return this form to:

Beth Norton, Assistant Vice-President of Academic Affairs  
Pellissippi State Community College  
10915 Hardin Valley Rd.  
Knoxville, TN 37933-0990  
E-mail: [beth.norton@pscc.edu](mailto:beth.norton@pscc.edu)  
Fax: 865-694-6435

# Appendix

## Section 8

### Alcoa City Schools Work-Based Learning

#### Board Policy

and

#### Related Program Documents

# Alcoa City Board of Education

Monitoring:  <b>Review: Annually, in November</b>	Descriptor Term:  <b>Student Work-based Learning Experiences</b>	Descriptor Code: <b>4.210</b>	Issued Date: <b>10/24/17</b>
		Rescinds:	Issued:

Credit-bearing work-based learning activities are intended to serve as a capstone experience by which students can pursue the goals laid out in their required plan of study. Through the work-based learning course, students practice and demonstrate the professional skills that are most valued by employers and postsecondary institutions and compile a portfolio of work samples and references that serve as evidence of their abilities. The Tennessee Department of Education policies address stand-alone credit-bearing experiences such as, but not limited to, paid or unpaid internships, apprenticeships, and medical clinical internships.

Alcoa City Schools will follow all TDOE General Policies for Credit-Bearing Work-Based Learning. The policies establish the following minimum general requirements for any credit-bearing work-based learning opportunity:

## **Relation to Student's Plan of Study and Graduation Requirements:**

- Capstone WBL experiences and training must be aligned with the student's updated plan of study (as required in state board high school policy), equate to a full time equivalent credit, meet the standards of the Career Practicum or other work-based learning course in which they are enrolled, and facilitate intentional progress toward the attainment of knowledge and skills necessary to pursue the student's postsecondary and career goals.

**Participating students must be on track to meet the requirements for graduation as adopted by the state board and may earn WBL credit over the summer term as long as all WBL program requirements are met.**

- Students who wish to participate in work-based learning experiences should not be behind in courses necessary to meet graduation requirements.

**Students participating in WBL activities must be at least 16 years of age.**

**Students must demonstrate a 90% attendance rate.**

- Students must demonstrate 90% attendance or greater in the prior school year in order to participate in work-based learning. Employers have the right to request an alternative attendance rate that meets their facilities policies and procedures.



**Students must exhibit work readiness attitudes and skills as determined by the teacher and employer and consistent with the Tennessee Department of Education WBL Policy and Implementation Guides before beginning a WBL experience (SBE High School Policy 2.103).**

- Students will complete an application and approval process before being enrolled in work-based learning courses. During this process, attendance, course progress, grades, teacher recommendations, and disciplinary history will be examined in order to determine a student's ability to exhibit work readiness attitudes and skills. Classroom teachers, the work-based learning coordinator, high school administrators, and the CTE director may be involved in making a determination regarding work readiness attitudes and skills.
- The work-based learning teacher/coordinator, CTE director, high school administration, and/or director of schools reserves the right to disapprove and reject student placement sites deemed inappropriate.

### **Attendance Guidelines and Course Credits:**

If a student is enrolled in a capstone WBL placement for credit, the time spent at the WBL placement may be considered school enrollment time as outlined in the TDOE Student Membership and Attendance Procedures Manual.

The capstone WBL course, Work-Based Learning: Career Practicum (6105), may be used as the third elective course in any program of study and will serve as the third course in a CTE concentration. High school eleventh and twelfth graders may earn up to two credits per school year in work-based learning courses. Students in capstone WBL experiences should earn credit through the Career Practicum course or another appropriate WBL clinical or practicum course code.

Introductory WBL courses, including but not limited to Career Exploration (6166), are intended for general education purposes and, as such, shall not count toward a student's CTE Program of Study or area of elective focus.

Prior approval must be obtained by the CTE Director before students can be placed in occupations that require the use of the Hazardous Occupations Exemption Form.

Alcoa City Schools will follow the Work-Based Learning Policy Guide established by the Tennessee Department of Education (TDOE), which includes the policies for the implementation of credit-bearing work-based learning experiences.

***Dear Parent/Guardian,***

It is an honor to be granted the privilege to teach your child. I wish to assure you that I am your partner in helping your child learn and to be the best that he/she can be. Please review the syllabus for this course. Parents and students need to sign and return the last sheet to class by Friday, this will be your students first grade in my class so please make sure they get it back on time.

I am very excited to have your son/daughter in the Work Based Learning class at Alcoa High School this semester. I hope that by the end of the term, every student will have acquired the skills necessary for an entry-level position.

Attendance, punctuality, attitude, and participation are important factors in this course that emphasizes the development of job skills for entry into the world of work. Therefore, these factors will become a part of the students' work and be available for reference upon inquiry by a prospective employer. Students are required to develop a portfolio with artifacts from their work based learning experience. This is something they will be able to take with them when they finish the class and even when they leave high school.

Grades will be based on assignments, work based learning placement participation and professionalism. It is important for the student to keep up and make sure that all work is handed in promptly. A professional, business-like attitude will be expected at all times.

This course can be very helpful to students as they begin to enter the world of work and as they continue onto college.

In addition, I want to do my absolute best in communicating with you about your son/daughter's performance in my classroom. If you have any questions or concerns please send me an email at [skerr@alcoaschools.net](mailto:skerr@alcoaschools.net)

Thank you for your commitment to a great year. If you wish to have a conference in the future, please contact me at the school 865-982-4631 X 3402.

Sincerely,

Mr. Shawn Kerr

## **SYLLABUS**

### **COURSE: WORK BASED LEARNING**

\* This course is considered a work-based learning capstone experience.  
This course should be the third or fourth credit in your elective focus.  
**COURSE NO. 6105**

**Teacher:** Mr. Kerr                      **Room:** 1402  
**Email:** skerr@alcoaschools.net   **Telephone:** 982-4631 Ext. 3402

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#### **Course Description:**

***Work-Based Learning: Career Practicum*** is a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

***Career Practicum*** activities may take one of two forms:

**1) Workplace-Based:** Students participate in individual work-based learning experiences in professional settings when they meet the hours required for full time course equivalent. These experiences include registered apprenticeships, cooperative education (co-op), and internships.

**OR**

**2) Classroom-Based:** Students are immersed in a classroom-based experience where they learn through targeted industry involvement that may take the form of industry-driven project-based learning, school-based enterprise, and virtual enterprise. This model should incorporate industry engagement through activities like tours, informational interviewing, job shadows, community service projects, and technical mentoring to achieve learning standards at professional-level expectations.

Upon completion of the practicum, students will be prepared for postsecondary and career opportunities aligned with their interests and demonstrate professional-quality employability skills relevant to their chosen career paths.

#### **Method of Instruction:**

This course is an independent-study, capstone level course in the student's program of study. There are assignments and paperwork deadlines with specific deadlines. As this is an independent study course and all students should have access to a device, there are no snow days, sick days, or late excuses. It is strongly advised that students work ahead, turn in assignments early, and do not leave assignments for the last minute. Please refer to the WBL Program Guidelines (which must be signed), Google Classroom, and the EXPLANATION OF ASSIGNMENTS for more information.

## **Course Outline:**

### **1. CAREER KNOWLEDGE AND NAVIGATION SKILLS**

Students will understand and demonstrate appropriate professional safety standards, they will plan and navigate education and career paths aligned with personal goals. They will develop and implement a personalized learning plan and will reflect on their experiences through the creation of a personal portfolio.

### **2. 21<sup>ST</sup> CENTURY LEARNING AND INNOVATION SKILLS**

Students will demonstrate creativity and innovation as well as critical thinking and problem solving. Students will communicate clearly and effectively, verbally and in writing. Students will collaborate and work productively as a team member. They will demonstrate information literacy and they will use technology effectively and appropriately.

### **3. PERSONAL AND SOCIAL SKILLS**

Students will demonstrate initiative and self-direction as well as professionalism and ethical behavior. Students will demonstrate interpersonal and social skills using cultural/global competence. Students will demonstrate adaptability, flexibility, productivity and accountability.

<b><u>Grading and Evaluation:</u></b>	<b>A</b>	<b>-</b>	<b>100-93 (Per Alcoa High School Student Handbook)</b>
	<b>B</b>	<b>-</b>	<b>92-85</b>
	<b>C</b>	<b>-</b>	<b>84-75</b>
	<b>D</b>	<b>-</b>	<b>74-70</b>
	<b>F</b>	<b>-</b>	<b>69-0</b>

The final grades awarded in class will be the result of a combination of assignments to determine the extent of student's knowledge of this WBL Experience. Students' total grade will be based upon the completion of work in the following areas:

Pre-Employment Paperwork and PLP Plan	500 pts
Safety Training	200 pts
Reflective Questions/Evaluations	500 pts
Portfolio/Presentation	<u>300 pts</u>
<b>TOTAL</b>	<b>1500 pts</b>

## **Assignments:**

Google Classroom Code: **mly20n** Every student is required to sign up for my Google classroom page. Please see the above classroom code. *ALL* assignments will be given via this page and will be expected to be completed and submitted electronically.

Assignments will be due on the assigned date by 3:30pm in order to be considered on time. Assignments will be accepted no more than 1 day late and will incur a 50% penalty. At least one assignment is due approximately every two weeks throughout the course. See ASSIGNMENT DUE DATES for more information.

**Attendance and Make Up Work:**

Students are expected to be at their WBL placement daily and on time. It is the student's responsibility to let myself and the WBL placement supervisor know if they are going to be late or absent. If you are at school for the day then you are expected to be at your WBL placement as well. If you fail to let me know of your absence at your placement but are at school that day then this is grounds for a verbal warning and the second time this happens you will be removed from the WBL class. When you are at school but don't go to your WBL placement and are scheduled this is the same as skipping a class!

**Behavior/Expectations:**

Students will follow school and class rules as outlined in the Alcoa High School student handbook.

Student may not begin the course work until the required forms are completed (some forms must be turned in physically). If late, you will not be allowed to leave campus and your grade will be reduced. If this paperwork is more than one week late, **you may be removed from the course.**

Your workplace or classroom based behavior should mirror that of a professional business environment—respectful, polite, attentive, and productive. Those whose behavior is inappropriate could risk being removed from their WBL placement and moved to an online learning class. Depending on the situation, students will be issued a verbal warning. Should a verbal warning not correct the problem students will be removed from the WBL placement. (If you are removed from the WBL placement and do not have enough time left in the semester to complete an online learning class you will receive a "F" in the WBL class.

Occasionally, I will send an announcement to meet before or after school, and students are expected to attend if announced. Students are expected to check Google Classroom and email daily.

While I am here to help you find a placement, ultimately students are responsible for securing their own WBL placement. Any student who is unable to secure a placement by the end of the second week of class will be transferred to another course.

**Tutoring:**

All students are encouraged to utilize tutoring sessions if necessary. All teachers are available for tutoring and are at school Monday through Friday from 8:00 – 8:20 am. If students make arrangements with me ahead of time I can also meet earlier than 8 if additional time is needed.

**Cheating Policy:**

Cheating in any form is strictly forbidden in this course. If a student is caught cheating, the penalty is an automatic "zero" and a grade of "F" for the assignment.

**Use of the Internet:**

Students will only use the Internet for classroom purposes and academic exploration. No student will be allowed to use the internet for personal use.

**Changes to the Syllabus:**

The teacher may modify the syllabus at any time as deemed necessary. Students will be informed of modifications to the syllabus in advance.

## Work-Based Learning Program Guidelines

1. All students should have been potentially employed by the beginning of the current semester for the Work-Based Learning Course. If employment is pending, the student will remain on a probationary basis until a definite decision is reached concerning the pending employment. If the student is not employed by the third week into the term, the student will be ineligible to continue in the Work-Based Learning (WBL) Program.
2. This course is an independent-study, advanced, capstone level course in the student's program of study. There are assignments and paperwork deadlines with specific deadlines. There are consequences if a student does not turn in assignments or paperwork in on time (see syllabus). As this is an advanced, independent study course, there are no snow days, sick days, or late excuses. It is strongly advised that students work ahead and do not leave assignments for the last minute.
3. A student must be employed a minimum of 10 hours per week except in specific cases which are to be determined by the Work-Based Learning Coordinator.
4. The student should schedule at least two days per week during school hours, beginning work on those days before 3:30 p.m. If the students are not at work, then the student is considered to be under parental supervision. Students violating these rules will be subject to action by the AHS administration.
5. The student must be employed throughout the **entire** term.
6. All students must comply with all state and federal legislation concerning the employment of minors. (Students are not allowed to work after 10:00 p.m. on school nights)
7. If the student is absent or to be absent from school and/or work, it is the student's responsibility to inform the employer ahead of time that the student will not be reporting to work. The purpose of this is so the employer can plan accordingly. This also applies to situations, such as spring break vacations, extended hospital stays, and other situations where the student should be absent for an extended period of time. The student will also email the Work-Based Coordinator at the school so the teacher will know why he or she is not in school. If a student is ABSENT FROM SCHOOL THE STUDENT SHOULD NOT ATTEND WORK!
8. If the student feels that his or her studies, family, physical health, or moral well-being are be jeopardized because of their job, they will consult parents, their Work-Based Learning Coordinator, and their employer before I take any action.
9. Students will be evaluated and graded by their employer each nine-week period; the Work-Based Learning Coordinator will also grade students on their record keeping.
10. If a student becomes unemployed due to a slacking of economic conditions, the student will still be considered employed and given 10 days to find other employment. The student will stay with the Work-Based Learning Coordinator or his or her designee until the student finds employment.

11. If a student becomes unemployed (fired) due to poor performance while on the job, the student will be assigned to the Work-Based Learning Coordinator or his or her designee during the remainder of the term. The students will be required to stay at school and will receive an "F" in Work-Based Learning Program.
12. If a student is found to be dishonest or untrustworthy and is relieved of a job (fired) for these reasons. The student will be assigned to remain at school and receive an "F" in the Work-Based Learning Program.
13. If a student is gainfully employed and quits their job without discussing it with the coordinator, the student will be assigned to remain at school and receive an "F" in the WBL Program.
14. If a student is unhappy with their job, they should consult the Work-Based Learning Coordinator immediately, and the coordinator will investigate the situation. It will be the decision of the coordinator, after talking to the employer and the student, as to whether the student will be allowed to change jobs.
15. While on the job the student is under full control of the employer, the student is obligated to perform as well as possible each day and to serve as a good example of a Alcoa High School Student. Each WBL student is a representative of Alcoa High School, its faculty, the administration, and the Work-Based Learning Coordinator.
16. Students not complying with these rules will be subjected to disciplinary action by the principal and the coordinator with possible dismissal from the program.
17. Parent and student have reviewed the syllabus and understand course requirements.

These guidelines will help make the Work-Based Learning Program a success!

I realize that failure on my job reflects not only on me, but also on all students placed in jobs by the Work-Based Learning Coordinator. I know my behavior will reflect not only on me but also on the students that hope to secure employment through WBL in the future. I, therefore, agree to uphold this code in order to maintain the reputation of Alcoa High School, my Coordinator, and myself.

I read the above guidelines and statements, and pledge to do my best to abide by all the guidelines.

\_\_\_\_\_ Student Signature & Date

\_\_\_\_\_ Parent/Guardian Signature & Date

\_\_\_\_\_ Employer/Supervisor Signature & Date

\_\_\_\_\_ Work-Based Learning Coordinator

### **WBL Confidentiality Agreement**

I understand, acknowledge and agree that during my experience in Alcoa High School WBL Career Practicum courses, I may have access to confidential information regarding customers, business records, access codes and passwords. I agree that the disclosure of this information to third parties could damage the work site(s) and their customer/vendor relationships, and could directly or indirectly damage individual customers or staff.

Accordingly, I pledge my best efforts and utmost diligence to protect and keep the confidential information of which I have knowledge or to which I have been exposed, secret and free from disclosure to third parties. I understand that keeping this information confidential applies both to the terms of my experience with the work placement sites and once the course and school year are completed.

I will not, either during my experience or afterwards, directly or indirectly, use or disclose for my own benefit or for the benefit of any other person(s), or other entity, confidential information, whether or not the information is acquired, learned, attained or developed by myself or others.

In addition to the ethical issues associated with maintaining confidentiality, I understand that there are certain federal, state, and local laws that, in the event of disclosure of confidential information, may result in immediate dismissal or other punitive action(s).

PRINT NAME: \_\_\_\_\_

YOUR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

WITNESS: \_\_\_\_\_



## **Why is Confidentiality Important?** October 15th, 2010 | By Jules Halpern Associates

In today's increasingly litigious and highly competitive workplace, confidentiality is important for a host of reasons: Failure to properly secure and protect confidential business information can lead to the loss of business/clients. In the wrong hands, confidential information can be misused to commit illegal activity (e.g., fraud or discrimination), which can in turn result in costly lawsuits for the employer. Many states have laws protecting the confidentiality of certain information in the workplace. The disclosure of sensitive employee and management information can lead to a loss of employee trust, confidence and loyalty. This will almost always result in a loss of productivity.

### **What Type Of Information Must Or Should Be Protected?**

Confidential workplace information can generally be broken down into three categories: employee information, management information, and business information.

#### **Employee Information:**

Many states have laws which govern the confidentiality and disposal of "personal identifying information" (e.g., an employee's Social Security number, home address or telephone number, e-mail address, Internet identification name or password, parent's surname prior to marriage or driver's license number).

The Americans with Disabilities Act of 1990 (ADA) requires employee medical and disability information be kept confidential and limits access to those employees who have a "business need-to-know" (e.g., supervisors who need to know about restrictions on the work of an employee or other reasonable accommodations that need to be made, safety personnel handling medical emergencies, government officers investigating complaints of disability discrimination).

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulates healthcare providers' use and disclosure of individually identifiable health information (known as Protected Health Information).

The Immigration Form I-9s must also be protected from accidental disclosure. The information contained on these forms (e.g., national origin, age) should be kept confidential so as to avoid discrimination claims from employees.

#### **Management Information:**

Confidential management information includes discussions about employee relations issues, disciplinary actions, impending layoffs/reductions-in-force, terminations, workplace investigations of employee misconduct, etc. While disclosure of this information isn't necessarily "illegal," it is almost always counterproductive and can seriously damage the collective "psyche" of a workplace.

#### **Business Information:**

We oftentimes refer to confidential business information as "proprietary information" or "trade secrets." This refers to information that's not generally known to the public and would not ordinarily be available to competitors except via illegal or improper means. Common examples of "trade secrets" include manufacturing processes and methods, business plans, financial data, budgets and forecasts, computer programs and data compilation, client/customer lists, ingredient formulas and recipes, membership or employee lists, supplier lists, etc. "Trade secrets" does not include information that a company voluntarily gives to potential customers, posts on its website, or otherwise freely provides to others outside of the company...

"Why Is Confidentiality Important?" Jules Halpern Associates LLC. N.p., 5 Oct. 2010. Web. 8 Apr. 2016. <<https://www.halpernadvisors.com/why-is-confidentiality-important/>>.

**Work Based Learning  
Transportation Permission Slip**

My (our) son/daughter, \_\_\_\_\_, has my (our) permission to leave school to participate in work based learning experience. I understand that my son/daughter may not always have a work assignment immediately after their release time. When students are released from school, I understand that the student is considered to be under parental supervision.

My (our) teenager will observe the rules of Alcoa High School, the Alcoa City Schools Board of Education, and the directions of Mrs. Gornto while representing the school board and the school system.

I (we) will hold Mrs. Gornto, officials of Alcoa High School, the Alcoa City Schools, and members of the Alcoa Board of Education **HARMLESS** for any loss or injury which may be suffered by may (our) child while participating in the above.

Signed \_\_\_\_\_  
Parent signature

Signed \_\_\_\_\_  
Parent signature

Date \_\_\_\_\_

Date \_\_\_\_\_

**Employer Contact Information:**

Company Name:	
Address:	
Telephone:	
Supervisor name (will contact this person):	
Supervisor's telephone # & best time to call:	
Supervisor's email	
Best way to reach supervisor (circle one):	email                      telephone



TENNESSEE DEPARTMENT OF

**EDUCATION**

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## **Work-Based Learning Personalized Learning Plan**

**Student Name:**

**Placement Date:**

**Placement Site:**

**WBL Coordinator:**

Up-to-date copies of the Safety Training Log and the Work-Based Learning Agreement must be kept on file both at the work site and at the school for all WBL placements as required by Tennessee Child Labor Law and consistent with the Department of Education's WBL Policy Guide.

This packet is required for students earning credit through the *Work-Based Learning: Career Practicum* course or other practicum courses for credit. It is recommended that students use this packet for all credit-bearing WBL experiences to ensure compliance with the State Board of Education's WBL Framework, with federal and state child labor laws, and with the Department of Education's WBL Policy Guide:

## Personalized Learning Plan Part A: Long-term Goals and Learning Objectives

### PLANNING FOR WORK-BASED LEARNING

*Consider your past experiences, interests, and future career and education goals to answer the questions below.*

What is your area of elective focus in high school?

What are your plans for after high school?

Describe your future career goals:

What kind(s) of education or training might you need after you graduate from high school?

What placement or capstone work-based learning experience do you hope to get?

### ONCE YOU HAVE IDENTIFIED A POSSIBLE PLACEMENT

How is this work-based learning experience aligned with your career goals?

What do you want to learn through this experience that will help you progress toward your long-term goal?

What special projects or activities will help you practice important skills?

## Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

Below is a list of skills that employers seek from their employees. Complete this section during the WBL experience. Work with your teacher and/or employer to document the ways you practice these skills through your experience. Also write down what evidence you can add to your portfolio after the experience to show your skills!

(You can learn more about what kinds of activities and learning opportunities are available at the workplace by doing an internet search and interviewing the employer if that is possible. See the *Pre-Experience Research Checklist and Informational Interview Guide*.)

APPLICATION OF ACADEMIC AND TECHNICAL KNOWLEDGE AND SKILLS
<b>LITERACY: Read and comprehend relevant academic and technical texts</b> <i>Example: Read and understand a procedure manual on handling hazardous materials in a laboratory; explain instructions to supervisor and document understanding.</i>
<b>My Experience:</b>
<b>My Evidence:</b>
<b>MATH: Select and apply relevant mathematical concepts to solve problems and perform expected tasks</b> <i>Example: Close out cash register by hand and compare to electronic results.</i>
<b>My Experience:</b>
<b>My Evidence:</b>

## Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

### APPLICATION OF ACADEMIC AND TECHNICAL KNOWLEDGE AND SKILLS (cont'd)

#### INDUSTRY-SPECIFIC TECHNICAL SKILLS: Demonstrate industry-specific technical skills

*Example: Correctly weld metal parts, in accordance with quality requirements.*

**My Experience:**

**My Evidence:**

#### INDUSTRY-SPECIFIC SAFETY SKILLS: Demonstrate adherence to industry-specific safety regulations

*Example: Use safety goggles when required and document when they were used and why.*

**My Experience:**

**My Evidence:**

## Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

### CAREER KNOWLEDGE AND NAVIGATION SKILLS

**UNDERSTANDING PATHS AND OPTIONS:** Plan and navigate education and career paths aligned with personal goals

*Example: Interview franchise supervisor about education needed; document what is heard and analyze to student's own plans.*

**My Experience:**

**My Evidence:**

**REFLECTION:** Reflect on experiences through creation of a personal portfolio

*Example: Document and gather information (using text, photos) about skills and accomplishments, such as a business plan written to improve non-profit organization's services; complete an assessment of the quality of the products included.*

**My Experience:**

**My Evidence:**

## Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

### 21<sup>ST</sup> CENTURY LEARNING AND INNOVATION SKILLS

**CREATIVITY AND INNOVATION:** Use imagination and insight to develop original ideas for products, including physical products, services, and solutions to problems, among others

*Example: Document participation in a brain-storming session and the ideas generated related to a new marketing brochure.*

**My Experience:**

**My Evidence:**

**COMMUNICATION:** Articulate ideas effectively in both oral and written communications; listen effectively

*Example: Orally present the results of a survey of students about their interest in a new app.*

**My Experience:**

**My Evidence:**

**INFORMATION LITERACY:** Access and evaluate Information, manage information accurately and ethically

*Example: Conduct an internet search about competitors in the youth clothing industry in the community, documenting sources and rating each for credibility.*

**My Experience:**

**My Evidence:**



## Personalized Learning Plan Part B: Tennessee Work-Based Learning Skills

### PERSONAL AND SOCIAL SKILLS

**INITIATIVE AND SELF-DIRECTION:** Work independently; demonstrate agency, curiosity, and the ability to learn

*Example: Take the initiative to find out more about the science behind a process at the manufacturing plant and write up what was learned.*

**My Experience:**

**My Evidence:**

**CUTURAL AND GLOBAL COMPETENCE:** Exhibit interpersonal and social skills that are respectful of cultural differences

*Example: Identify staff of differing cultural origins and document conversations about cultural differences in expected workplace behavior.*

**My Experience:**

**My Evidence:**

**PRODUCTIVITY AND ACCOUNTABILITY:** Set goals and priorities and manage time and projects; exhibit punctuality, persistence, and precision and accuracy; complete projects to agreed-upon standards

*Example: Verify (and document verification of) the sums on a spreadsheet of donations before turning it in on time.*

**My Experience:**

**My Evidence:**

## WBL Safety Training Log

The following safety training log should reflect the training requirements appropriate for the student's job description and align with the required trainings of the business. According to Tennessee Child Labor Law and WBL Policies, this form must be kept up-to-date in the personnel file at the workplace and at the school. Copies of the Safety Training Log and the WBL Agreement must be kept on file at the school for five years after placement.

<b>Student Name:</b>	<b>Work Site:</b>
<b>Address:</b>	<b>Address:</b>
<b>City/Zip:</b>	<b>City/Zip:</b>
<b>Phone:</b>	<b>Phone:</b>
<b>DOB:</b>	<b>Supervisor:</b>

**Student's Responsibilities/Job Description:** \_\_\_\_\_

Safety Training Topics*	Trainer's Name	Location	Date Provided
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

*\*If additional space is needed, attach an extra sheet of paper.*

### SIGNATURES

<b>Student:</b>	<b>Date:</b>
<b>Parent or Guardian:</b>	<b>Date:</b>
<b>Endorsed Teacher:</b> <i>(When not the WBL Coordinator)</i>	<b>Date:</b>
<b>WBL Coordinator:</b>	<b>Date:</b>
<b>Principal:</b> <b>School:</b>	<b>Date:</b>
<b>CTE Director:</b> <i>(or designated WBL Coordinator)</i>	<b>Date:</b>
<b>Work Site Supervisor:</b>	<b>Date:</b>

**Note:** It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by TDOE and/or TDOL&WD.

## Work-Based Learning Agreement

According to Tennessee Child Labor Law and WBL Policies, this form must be kept up-to-date in the personnel file at the workplace and at the school. Copies of the Safety Training Log and the WBL Agreement must be kept on file at the school for five years after placement.

<b>Student Name:</b>	<b>Work Site:</b>
<b>Address:</b>	<b>Supervisor:</b>
<b>City/Zip:</b>	<b>Address:</b>
<b>Phone:</b>	<b>City/Zip:</b>
<b>DOB:</b>	<b>Phone:</b>
<b>Area of Elective Focus:</b>	<b>Start Date:</b>
<b>High School:</b>	

**Typical Weekly Work Schedule:** *Hours for credit-bearing experiences must equate to a full-time equivalent course.*

Day	Time of Work		Total Work Hours
	From	To	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
	Total		

### Type of WBL Experience

<input type="checkbox"/>	Apprenticeship (Registered)
<input type="checkbox"/>	Clinical
<input type="checkbox"/>	Cooperative Education
<input type="checkbox"/>	Internship
<input type="checkbox"/>	Transition (paid or unpaid)
<input type="checkbox"/>	School-Based Enterprise
<input type="checkbox"/>	Service Learning

**Employability Skills:** *This student is participating in work-based learning for credit and will have the opportunity to practice employability skills appropriate to the placement to prepare them for postsecondary education, future careers, and life:*

- Application of academic and technical knowledge and skills
- Career knowledge and navigation skills
- 21<sup>st</sup> Century learning and innovation skills
- Personal and social skills

**Verification:** We, the undersigned, give permission for the above-named student to participate in the WBL program, and we understand and agree to meet the requirements of the WBL Framework as provided in State Board of Education policy and in the WBL Policy Guide provided by the Tennessee Department of Education. We verify the above information is correct and is consistent with federal and state guidelines for work-based learning experiences.

<b>Student:</b>	<b>Date:</b>
<b>Parent or Guardian:</b>	<b>Date:</b>
<b>Endorsed Teacher:</b> <i>(When not the WBL Coordinator)</i>	<b>Date:</b>
<b>WBL Coordinator:</b>	<b>Date:</b>
<b>Principal:</b> <b>School:</b>	<b>Date:</b>
<b>CTE Director:</b> <i>(or designated WBL Coordinator)</i>	<b>Date:</b>
<b>Work Site Supervisor:</b>	<b>Date:</b>

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by TDOE and/or TDOL&WD.

VERIFY WORKERS' COMPENSATION COVERAGE: \_\_\_\_\_ YES \_\_\_\_\_ NO

## Work-Based Learning Insurance and Emergency Information

<b>Student Name:</b>	<b>Work Site:</b>
<b>Address:</b>	<b>Address:</b>
<b>City:</b> <b>Zip:</b>	<b>City:</b> <b>Zip:</b>
<b>Phone:</b>	<b>Phone:</b>
<b>DOB:</b> <b>Grade:</b>	<b>WBL Coordinator:</b>

Allergic to Medication? ☐ No ☐ Yes If yes: list medication(s):

List any other allergies or medical problems:

Medical Alert: ☐ No ☐ Yes, If yes: additional explanation:

Insurance Company:

Policy #:

<b>Parent/Guardian</b>	<b>Home Phone:</b> <b>Work Phone:</b> <b>Cell Phone:</b>
<b>Parent/Guardian</b>	<b>Home Phone:</b> <b>Work Phone:</b> <b>Cell Phone:</b>
<b>Additional Emergency Contact</b>	<b>Home Phone:</b> <b>Work Phone:</b> <b>Cell Phone:</b>

I consent for my child to receive medical treatment in case of injury or illness. The information provided is accurate to the best of my knowledge.

<b>Parent or Guardian</b>	<b>Date</b>
<b>Student</b>	<b>Date</b>
<b>WBL Coordinator</b>	<b>Date</b>
<b>Principal</b>	<b>Date</b>
<b>Supervisor</b>	<b>Date</b>

Note: It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, disability, or disadvantage should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity. This form is subject to monitoring by TDOE and/or TDOL&WD.

### ASSIGNMENTS WITH DUE DATES

(To be considered on time, items are due by 3:30pm on the due date)

I will **ONLY** accept late work up to 5 days late, after that time you will receive a 0 for the assignment and **WILL NOT** be able to make it up.

Each day the assignment is late you will lose 5 points after day 5 you will get a 0.

MODULE #	Course Requirements (CR) or Course Standard (CS)	DUE DATE			ASSIGNMENTS
		Approx. Course Day	Fall 2017	Spring 2018	* - These assignments are to be turned in physically to the teacher (Mrs. Gornto in room 1137). All other items will be submitted through Google Classroom.
<b>Module 1: Pre Placement Paperwork &amp; Safety</b>	CS #1, 2, 3, 7; CR #1, 3, 4	Work on this Day 1-5	8/2/17	1/4/18	Course application*, if not turned in during registration <ol style="list-style-type: none"> <li>1. Syllabus review &amp; post-test – 10 pts</li> <li>2. Signed Pre-employment Paperwork*:               <ul style="list-style-type: none"> <li>· PLP Part A</li> <li>· Transportation Permission Slip</li> <li>· Confidentiality Agreement</li> <li>· Copy of Driver's License &amp; Insurance (health &amp; auto)</li> <li>· p. 8-10: Safety Training Log (You will turn in the safety training log after you complete the safety training module online), Training Agreement, Insurance &amp; Emergency</li> </ul> </li> <li>3. WBL Program Guidelines &amp; post test – 10 pts</li> <li>4. Safety Training – 50 pts (Turn in your safety training paperwork after this is complete)</li> </ol>
<b>Module 2: PLP, RQ#1, Picture</b>	CS #7, 11	Day 10	8/15/17	1/12/18	<ol style="list-style-type: none"> <li>1. Personalized Learning Plan Part B* - 70 pts</li> <li>2. Online PLP Registration</li> <li>3. Reflective Question #1 – Initiative – 30 pts</li> <li>4. Picture – 10 pts</li> </ol>
<b>Module 3: RQ#2</b>	CS #1, 2, 3, 7; CR #1	Day 20	8/29/17	1/26/18	<ol style="list-style-type: none"> <li>1. Reflective Question #2 – Communication &amp; Listening – 50 pts</li> </ol>

<b>Module 4: Monthly Paperwork, RQ#3</b>	CS #7, 8, 13	Day 25	9/6/17	2/6/18	<ol style="list-style-type: none"> <li>1. Monthly Online Paperwork Evaluation* - 40 pts</li> <li>2. Reflective Question #3 – Teamwork – 30 pts</li> </ol>
<b>Module 5: Research</b>	CS #2, 7, 9, 10	Day 35	9/20/17	2/23/18	<ol style="list-style-type: none"> <li>1. Research Paper – 100 pts</li> </ol>
<b>Module 6: Monthly Paperwork, RQ#4, Mid-Term</b>	CS #7, 14	Day 45	10/4/17	3/2/18	<ol style="list-style-type: none"> <li>1. Monthly Online Paperwork Evaluation* - 40 pts</li> <li>2. Reflective Question #4 – Adaptability &amp; Flexibility – 30 pts</li> <li>3. Mid-Term Exam: Preliminary Portfolio – 50 pts</li> </ol>
<b>Module 7: Monthly Paperwork, RQ#5, Career Writing</b>	CS #5, 7	Day 60	11/7/17	4/6/18	<ol style="list-style-type: none"> <li>1. Monthly Online Paperwork Evaluation* - 40 pts</li> <li>2. Reflective Question #5 – Creativity – 30 pts</li> <li>3. Resume, Cover Letter &amp; References – 100 pts</li> </ol>
<b>Module 8: RQ#6</b>	CS #6, 7	Day 70	11/21/17	4/19/18	<ol style="list-style-type: none"> <li>1. Reflective Question #6 – Critical Thinking &amp; Problem Solving – 50 pts</li> </ol>
<b>Module 9: Final Exam Assignments</b>	CS #1, 4, 5, 6, 7, 8, 9, 10, 12, 13, 15; CR #2, 5	Day 80	12/4/17	5/4/18	<ol style="list-style-type: none"> <li>1. Monthly Online Paperwork Evaluation* - 40 pts</li> <li>2. Final End of Term Online Evaluations – 75 pts</li> <li>3. Reflective Question #7 – Professionalism &amp; Ethics – 30 pts</li> <li>4. Artifacts of Industry Specific Skills / Portfolio documentation – 150 pts</li> </ol>

Student Name: \_\_\_\_\_ Placement (Employer) \_\_\_\_\_

## End of Term Evaluation To be completed by **EMPLOYER**

### **Part One: Evaluation of Work Based Learning Activity**

Student Name: \_\_\_\_\_

Employer: \_\_\_\_\_

Name of Person Completing Evaluation: \_\_\_\_\_

1. How would you rate the student's WBL experience? Check one:

☐ Excellent

☐ Good

☐ Average

☐ Poor

2. Were the WBL and school-based competencies identified in the training plan accomplished? If no, explain. \_\_\_\_\_

\_\_\_\_\_

3. Were the work-site visits by the coordinator and/or supervising teacher regular & systematic? If no, explain. \_\_\_\_\_

\_\_\_\_\_

4. Were you provided appropriate opportunity for input for determining learning competencies and evaluating the student? Explain. \_\_\_\_\_

\_\_\_\_\_

5. What were the advantages of this program to your business? \_\_\_\_\_

\_\_\_\_\_

6. How can the Work Based Learning program be improved? \_\_\_\_\_

\_\_\_\_\_

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Part Two: Final Evaluation of WBL Student**

<p style="text-align: center;"><b>Rating Key (circle one)</b>  <b>4-Superior    3-Above Average    2-Average    1-Needs Improvement</b></p>				
	<b>4-Superior</b>	<b>3-Above Average</b>	<b>2-Average</b>	<b>1-Needs Improvement</b>
<b>Career Knowledge:</b>				
1. Learns rules and performs procedures safely & effectively.	4	3	2	1
<b>21<sup>st</sup> Century Learning &amp; Innovation Skills:</b>				
2. Demonstrates creativity and innovation in the workplace (generates ideas to improve methods, processes, or products and/or builds on existing processes to improve)	4	3	2	1
3. Demonstrates critical thinking and problem solving	4	3	2	1
4. Communicates clearly & effectively (both written & verbal)	4	3	2	1
5. Demonstrates effective listening skills, attending to meaning and intention of communications	4	3	2	1
6. Works effectively as a member of a team	4	3	2	1
7. Addresses conflict with sensitivity and respect for diverse points of view	4	3	2	1
8. Demonstrates the ability to organize & manage information effectively and efficiently	4	3	2	1
9. Demonstrates ethical and legal uses of information & protected information, including adherence to all rules and regulations related to the sharing of protected information	4	3	2	1
10. Using technology effectively & appropriately	4	3	2	1
<b>Personal &amp; Social Skills:</b>				
11. Demonstrates initiative & self-direction	4	3	2	1
12. Presents oneself professionally and with proper etiquette, in accordance with norms of the industry and workplace	4	3	2	1
13. Demonstrates reliability & responsibility in attendance & follows through on agreed upon tasks	4	3	2	1
14. Takes differences like age and background into consideration when interacting with people	4	3	2	1
15. Demonstrates a willingness to alter behaviors or tasks as circumstances change	4	3	2	1
16. Responds positively to praise, setbacks, and constructive criticism	4	3	2	1
17. Completes assigned tasks on time and checks work to ensure it is accurate & presentable	4	3	2	1
18. Asks co-workers/supervisors for suggestions on how to improve work	4	3	2	1

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Please see reverse side for additional questions.*



What are the student's greatest strengths/achievement? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. In what areas have you seen improvement this term? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What areas still need improvement? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. If you were going to assign a grade for this student's overall work this term, what would it be? Circle one.

A+	A	A-	B+	B	B-	C+	C	C-	D	F
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Name: \_\_\_\_\_ Month: \_\_\_\_\_

***The following 5 questions are required EVERY month:***

1. What tasks did you complete this month at your placement?
2. What days did you work and what hours this month?
3. Were you late or absent at all this month? If so, when and why? (I know sickness happens, life happens and we all miss and are late sometimes, I just want to make sure this is not a habit and that we are tracking it)

**4. Reflection paragraph:**

Each month you are to write a COMPLETE paragraph (This means a MINIMUM of 4-5 sentences)

The paragraph needs to describe what you have done at your placement this month, but you also need to make sure you address one of the following questions below each month in your paragraph. Since your experiences will be different every month I don't want to tell you what question needs to be addressed each month just make sure at some point each month you address at least ONE of them. Keep in mind that there are 7 questions to be answered in 5 assignments.

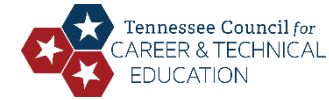
Make sure you check it off as you write about it so you don't miss one of the required questions:

- \_\_\_\_\_ How have you shown initiative in your placement
- \_\_\_\_\_ How have you shown active listening and good communication in your placement
- \_\_\_\_\_ How have you shown you are a team player in your placement
- \_\_\_\_\_ How have you shown you are flexible in your placement
- \_\_\_\_\_ How have you demonstrated creativity in your placement
- \_\_\_\_\_ How have you demonstrated critical thinking and problem solving in your placement
- \_\_\_\_\_ How have you demonstrated professionalism and ethics in your placement

5. Include a picture EVERY month from your workplace with a caption to describe what you are doing in the picture or what task is being completed. These will be used to create your online portfolio and will make the end of semester online portfolio easy!!!! (The picture could include something you have created such as a form, email, document or something you were asked to create, or it can simply be a picture of you completing a task, whatever it is IT MUST be captioned)



## Work-Based Learning: Myths vs. Facts



Tennessee is revitalizing work-based learning (WBL) to build a stronger pipeline of talent into growing industries. Your company's participation is necessary to help young people gain relevant experience and strengthen their employability skills. The state's vision to create a skills-based "gold standard" for WBL has resulted in new state policies, curriculum, and a regional professional development support system to improve program quality. This work has created a strong foundation, but companies are needed to build a robust employment pipeline, building community awareness for the careers of today and the future. Ultimately, students and companies can work together through capstone experiences such as unpaid internships or paid work experience.

Myth	Fact
I can't work with minors. They must be at least 18 years old.	WBL is a capstone experience for talented and motivated young people and companies have final say regarding which students are qualified. WBL programs require that students be at least 16 years of age and demonstrate readiness attitudes and skills prior to participation. Minors may legally work in Tennessee at the age of 14 or 15, see Tennessee Child Labor Laws (T.C.A. § 50-5-105).
There's too much liability at stake for our company to work with minors.	Workers' Compensation protects every employee equally, regardless of age (T.C.A. § 50-6-102 (11) (A)). Neither age nor years of experience are calculated into the cost of providing workers' compensation nor the payout of claims. Workers' Compensation is calculated in the same way for all workers regardless of age and is based on (a) salary and (b) the classification of the actual job the WBL student is hired to do. As a result, actual costs are low for hiring WBL students and existing protections are sufficient. Unpaid internships also allow students to gain work experience without being considered an "employee" if they are primarily on site to learn and receive no direct compensation from the company. In such cases, commercial liability insurance (companies) and high-risk accident insurance (school districts) protect students and companies.
My industry/workplace is too dangerous for minors.	There are only a few prohibited occupations for minors who are 16 or older (T.C.A. § 50-5-106) that are unrelated to your workplace or industry as a whole. In most cases, OSHA requirements ensure that you're already protecting your employees to the same extent you'd need to protect a minor. There are many roles that young people can fill to give them valuable exposure to your workplace to spark an interest in long-term employment in your industry.
Minors are prohibited from working in our jobs.	Students enrolled in Tennessee's CTE programs who are taking WBL, however, can do more than the average teenager, including working in advanced manufacturing, construction, and agriculture (T.C.A. § 50-5-107). Required WBL paperwork protects companies, schools, and students by documenting eligibility and compliance with the law.
HR says we can't even bring minors on the floor of our facility!	In reality, company policy may be the only real barrier to engaging with the most talented and qualified students. There are many ways to ensure quality and safe learning experiences that create a stronger workforce pipeline for your company: <ul style="list-style-type: none"> <li>• Work with a temp agency to hire minors while they're still in high school</li> <li>• Work with CTE students with between 360 and 720 hours of safety/skills-based training in your industry</li> <li>• Create an internship/part-time position to complete educational/special projects and experience various roles or departments</li> <li>• Draft a contract that defines your company's responsibility for non-employees, like unpaid interns</li> <li>• Provide an umbrella accident policy to protect non-employees (interns, job shadow students, or tour groups)</li> </ul>

## Tips to Promote Learning

The workplace offers a unique environment for students to learn skills that they may not be able to learn at school — skills that will be critical for their long-term success. Here are some tips for fostering the development of these skills in the students you are supervising.

- **Connecting school and work.** Encourage students to relate their internship experiences back to their classwork, asking questions such as:
  - What kinds of reading, writing and math do you do at school and at work—and how are they similar or different?
  - What skills do you need at work that you can also work on at school?
  - What kinds of things are you good at, or do you like, that you can explore further in school?
  - What could you learn in college that would enable you to pursue a well-paying career in our organization or another organization like ours?
- **Applying math skills.** Encourage students to use math, whether in measurement, counting change, or completing accounting ledgers.
- **Applying reading and writing skills.** Encourage students to read manuals and write memos; do not hesitate to require students to complete work to the expected standards.
- **Learning about careers.** Provide opportunities for the student to be exposed to various departments and functions, including technical departments, marketing, human resources, finance/accounting, etc. by encouraging them to visit, conduct interviews, and/or shadow staff throughout the organization.
- **Learning about the workplace, understanding teamwork, and building relationships.** Provide opportunities for students to participate in staff meetings, project meetings, and other formal and informal exchanges among staff; introduce students to staff and encourage staff to welcome students to join them at lunch and breaks. Informal exchanges are often the best way to learn about an organization's culture.
- **Fostering initiative, critical thinking, and creativity.** If possible, allow students to solve problems on their own, tackle small organizational issues, or take on tasks requiring novel solutions, in addition to carrying out everyday responsibilities; these will help students develop and demonstrate initiative, critical thinking, problem-solving and creativity — skills that they will need in future careers that are difficult to learn in school.
- **Encouraging productivity, accountability, and collaboration.** If possible, provide a project to the student—one that would enable the student to plan his/her time, organize tasks, and work with others, in addition to performing basic workplace tasks.
- **Practicing communication.** If possible, ask the student to present the project to his/her teammates and supervisor, to practice oral communication and presentation skills.
- **Providing feedback to teachers as well as students.** Provide input to the teacher or Work-based Learning Coordinator during supervisory visits to the worksite; provide specific suggestions regarding the student's knowledge and skills that could benefit both the intern and other students.

# This document is provided to employer partners.

## Employer Guidelines for Working with Interns

### Employer Responsibilities

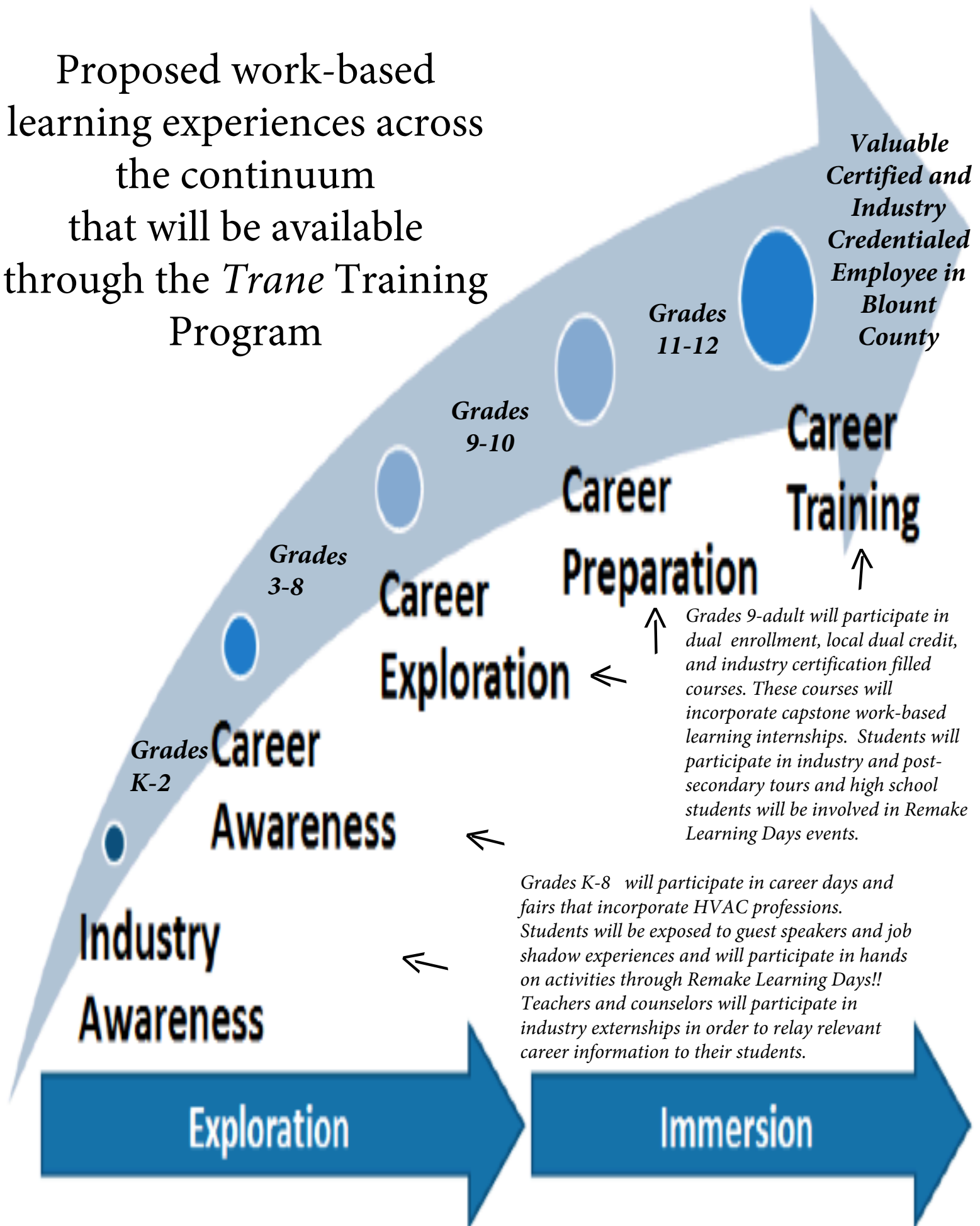
- Complete a learning plan with the student and teacher to:
  - Understand the student's goals and objectives in participating in the internship program.
  - Be clear about internship responsibilities with the student before the internship begins.
- Communicate clear expectations for student behavior:
  - Reiterate the importance of nondisclosure/confidentiality as it applies to your specific department.
  - Reiterate the importance of conduct rules and reasons for immediate termination of internship.
  - Review safety rules and emergency procedures, including the location of emergency exits, fire extinguishers and first-aid kits. (See Orientation Checklist.)
  - Be clear with students regarding specific department procedures.
- Provide ongoing updates and feedback to the student:
  - Be clear with students regarding changes in internship responsibilities.
  - Be clear with students if supervisors or managers change.
  - Review students' work on a regular basis.
  - Provide feedback to students on a regular basis.
- Communicate with the student's teachers or Work-Based Learning Coordinator when he/she makes supervisory visits.
- Complete an assessment on the student's performance at the end of the experience.
- Complete a brief feedback form on the programs to support continuous improvement.

### Communication

- Communicate with the teacher, district office, and/or parent at agreed upon intervals and at any time needed.
- Email the Work-Based Learning Coordinator at \_\_\_\_\_ or call \_\_\_\_\_ if you have any questions or concerns.

(continued on back)

Proposed work-based  
learning experiences across  
the continuum  
that will be available  
through the *Trane* Training  
Program



## **Citations**

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